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ABSTRACT

As part of the Asian American Bilingual Center (AABC) Pilipino Language Arts Program, a curriculum suitable for students in grades 1 and 2 is presented. The program is geared both to the immigrant Filipino child and to the American-born Filipino child who learned to speak Pilipino at home, and includes kits that emphasize the AABC's major concepts: identity, needs, and interaction. It covers four basic areas of language development: listening, speaking, reading, and writing, with emphasis on reading. The "Interaction Kit" includes: (1) a student reader (a collection of eight to ten selections with topics linked to the AABC social studies core curriculum); (2) teacher's handbook that includes lessons, games, evaluative test and student profile, and resource materials; and (3) a student workbook that provides tasks focusing on phonic, structural, comprehension, and study skills as well as vocabulary development and practice. Four themes are stressed in this bilingual program: child, family, community, and natural environment. Each theme reappears and expands through the curriculum from one level to the next in increasing complexity. (LB)

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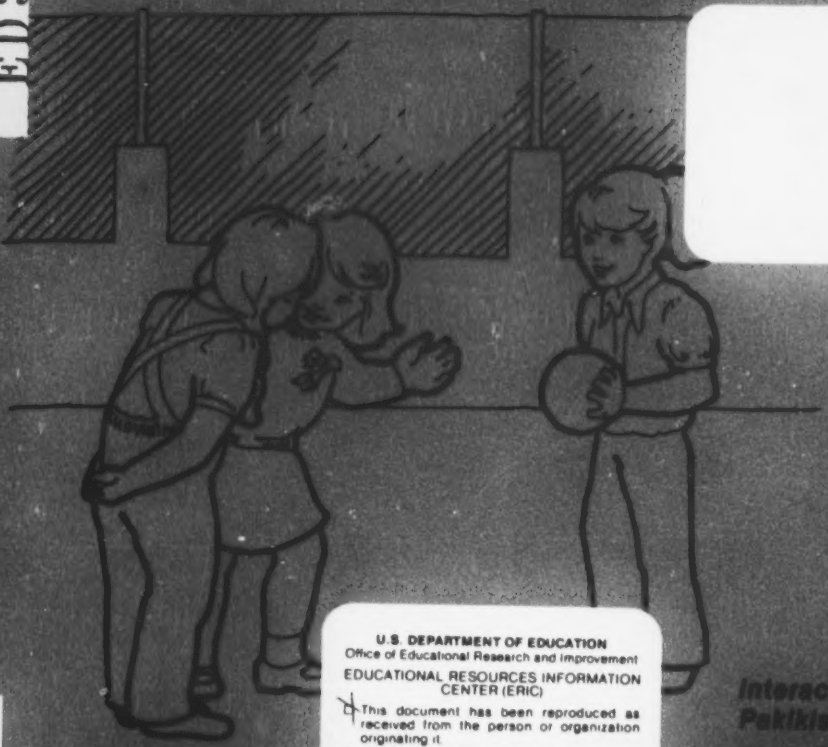
Kaibigan, Kasama at Kapuwa



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Interaction
Pakikisalamuha

READER

Sining ng Wika Unang Antas
Language Arts Level One

FL019871

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Asian American Bilingual Center

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Kaibigan, Kasama at Kapuwa

Written by Voltaire Gungab

Interaction
Pakikisalamuha

READER

Sining ng Wika Unang Antas
Language Arts Level One

Asian American Bilingual Center

Developed by

Asian American Bilingual Center
1414 Walnut Street, Room 9
Berkeley, CA 94709

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Mga Kuwento

Si Elena 1

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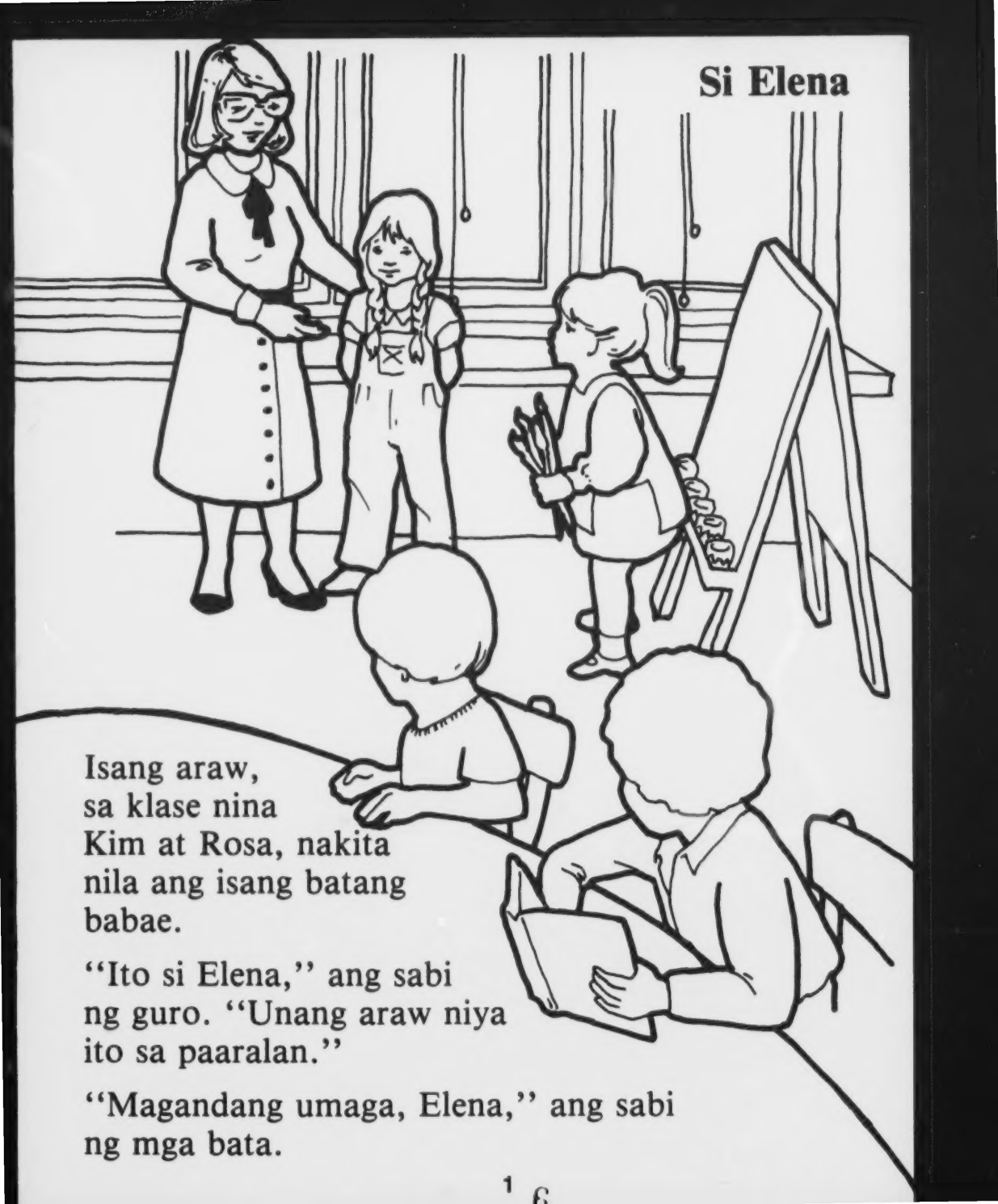

Si Elena

Isang araw,
sa klase nina
Kim at Rosa, nakita
nila ang isang batang
babae.

"Ito si Elena," ang sabi
ng guro. "Unang araw niya
ito sa paaralan."

"Magandang umaga, Elena," ang sabi
ng mga bata.

Hindi nagsalita si Elena.
Malungkot na malungkot siya.

"Umupo ka dito sa tabi ni Kim," ang sabi ng guro kay Elena.

Hindi nagsalita si Elena. Malungkot na malungkot siya

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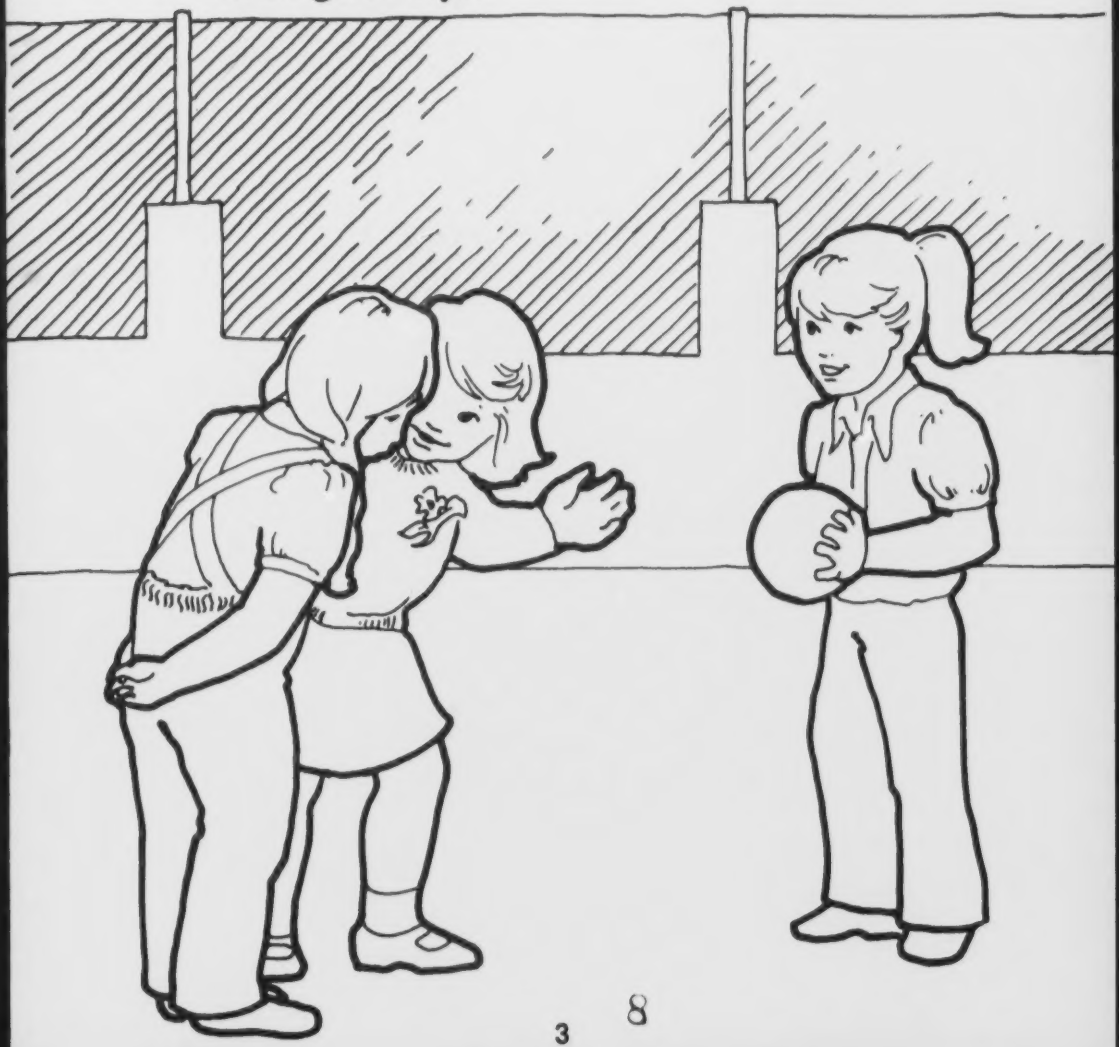
Naglaro ang mga bata sa labas. Hindi naglaro si Elena.

"Maglaro tayo, Elena," ang sabi ng mga batang babae.

Hindi naglaro si Elena. Malungkot na malungkot siya.



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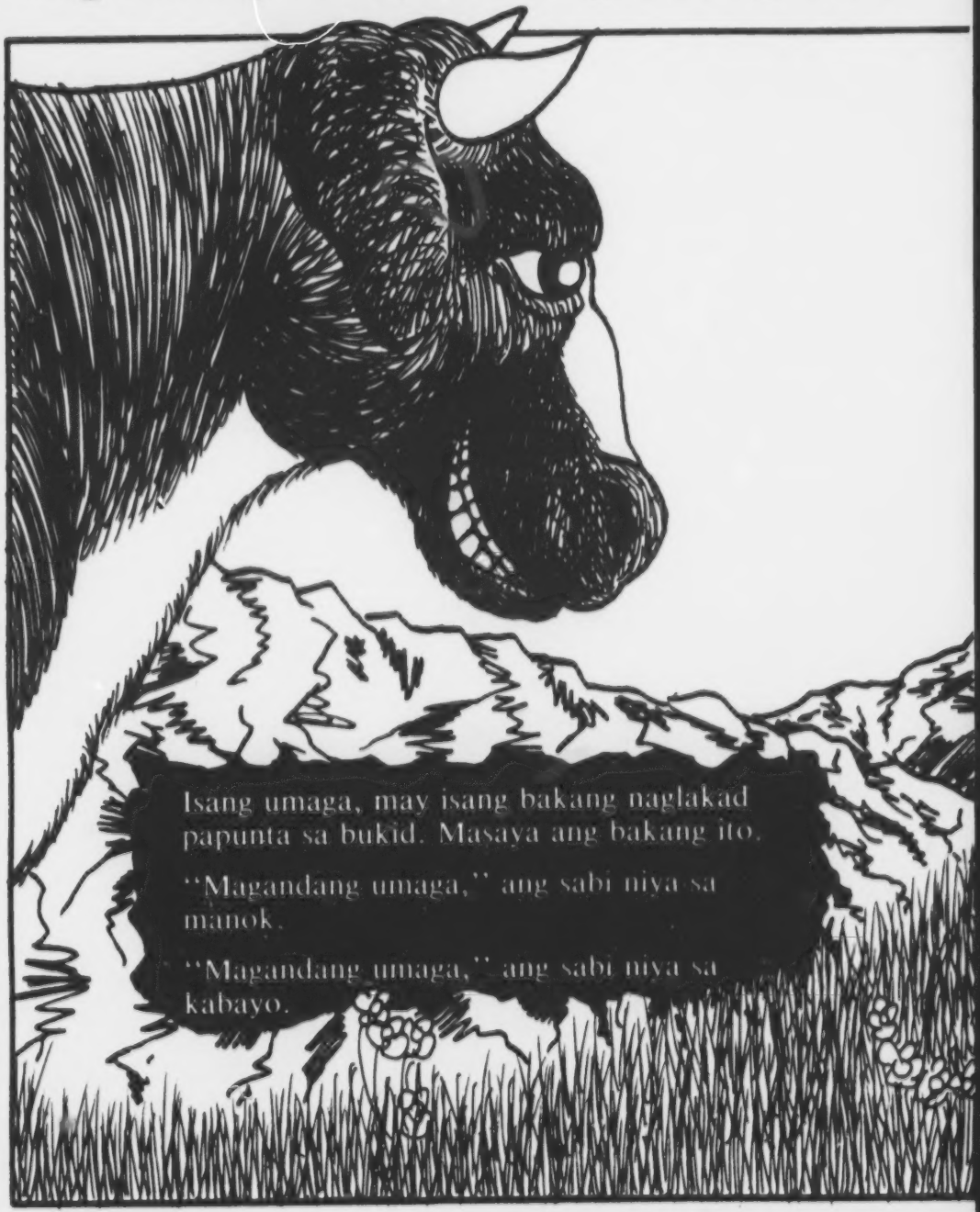
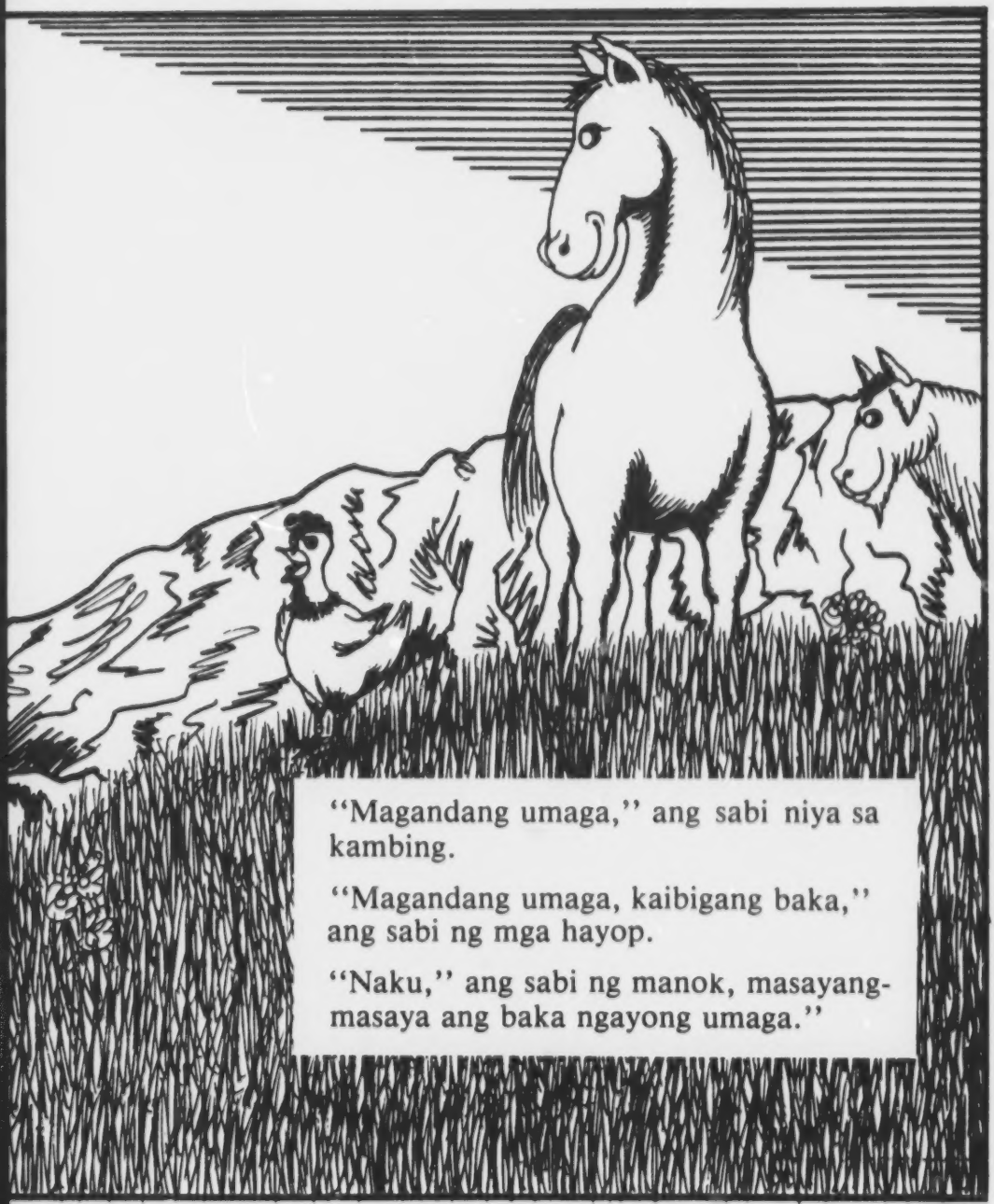
Isang araw, ang sabi ni Kim kay Elena, "Alam ko kung bakit ka malungkot. Noong bago ako dito sa paaralan, malungkot din ako. Wala akong kaibigan. Hindi rin ako nagsalita. Magugustuhan mo ang klase natin."

Tama ang sabi ni Kim! Ngayon, hindi na malungkot si Elena. May mga kaibigan siya. Kaibigan niya sina Kim, Rosa at Nina.

At sa labas ng klase, magkasama ang apat na batang babae. Ngayon, masaya si Elena.

Ang Bakang Masaya At Ang Bakang Galit

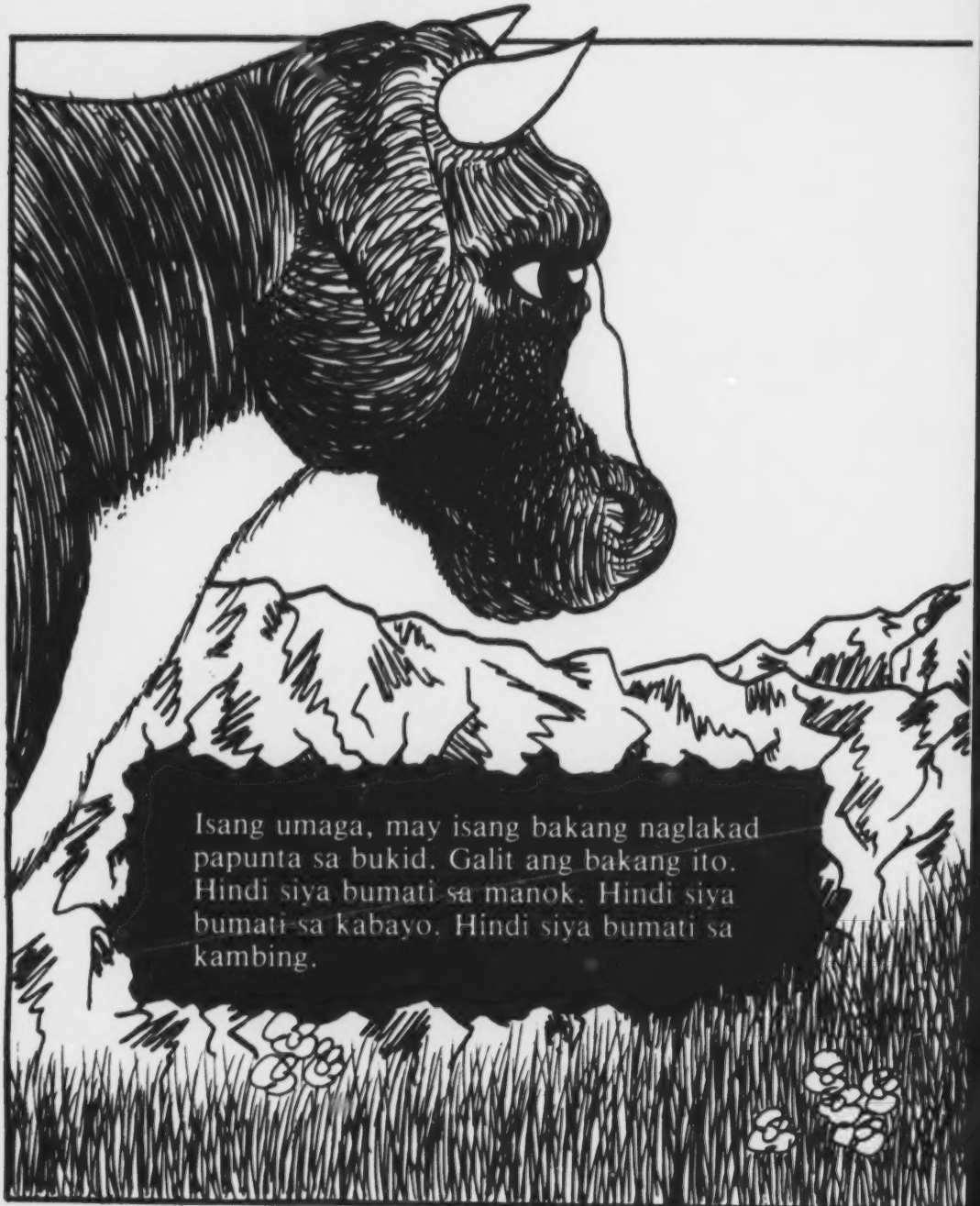

Isang umaga, may isang bakang naglakad papunta sa bukid. Masaya ang bakang ito.
"Magandang umaga," ang sabi niya sa manok.
"Magandang umaga," ang sabi niya sa kabayo.

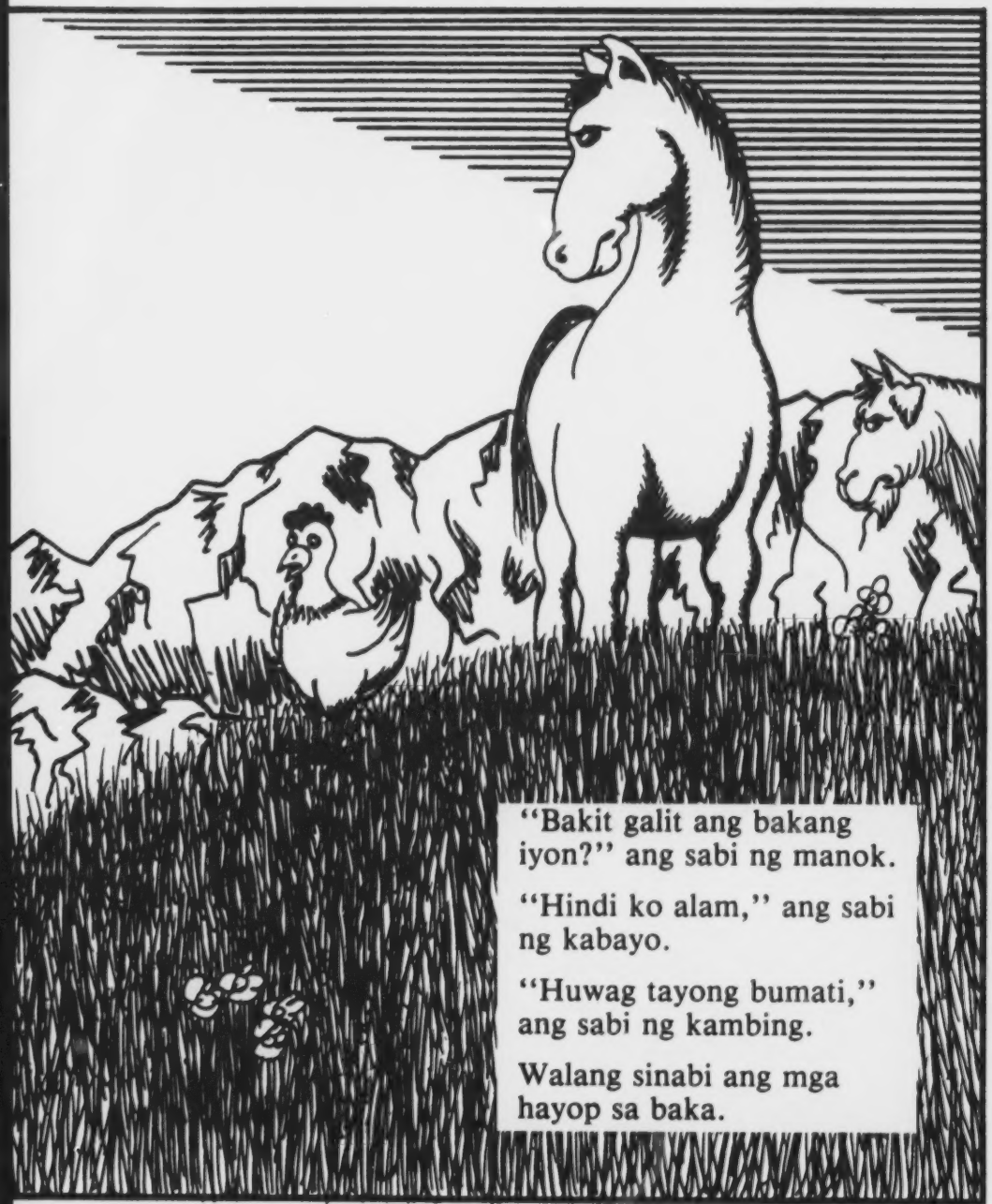


"Magandang umaga," ang sabi niya sa kambing.

"Magandang umaga, kaibigang baka," ang sabi ng mga hayop.

"Naku," ang sabi ng manok, masayang-masaya ang baka ngayong umaga."


Isang umaga, may isang bakang naglakad papunta sa bukid. Galit ang bakang ito. Hindi siya bumati sa manok. Hindi siya bumati sa kabayo. Hindi siya bumati sa kambing.

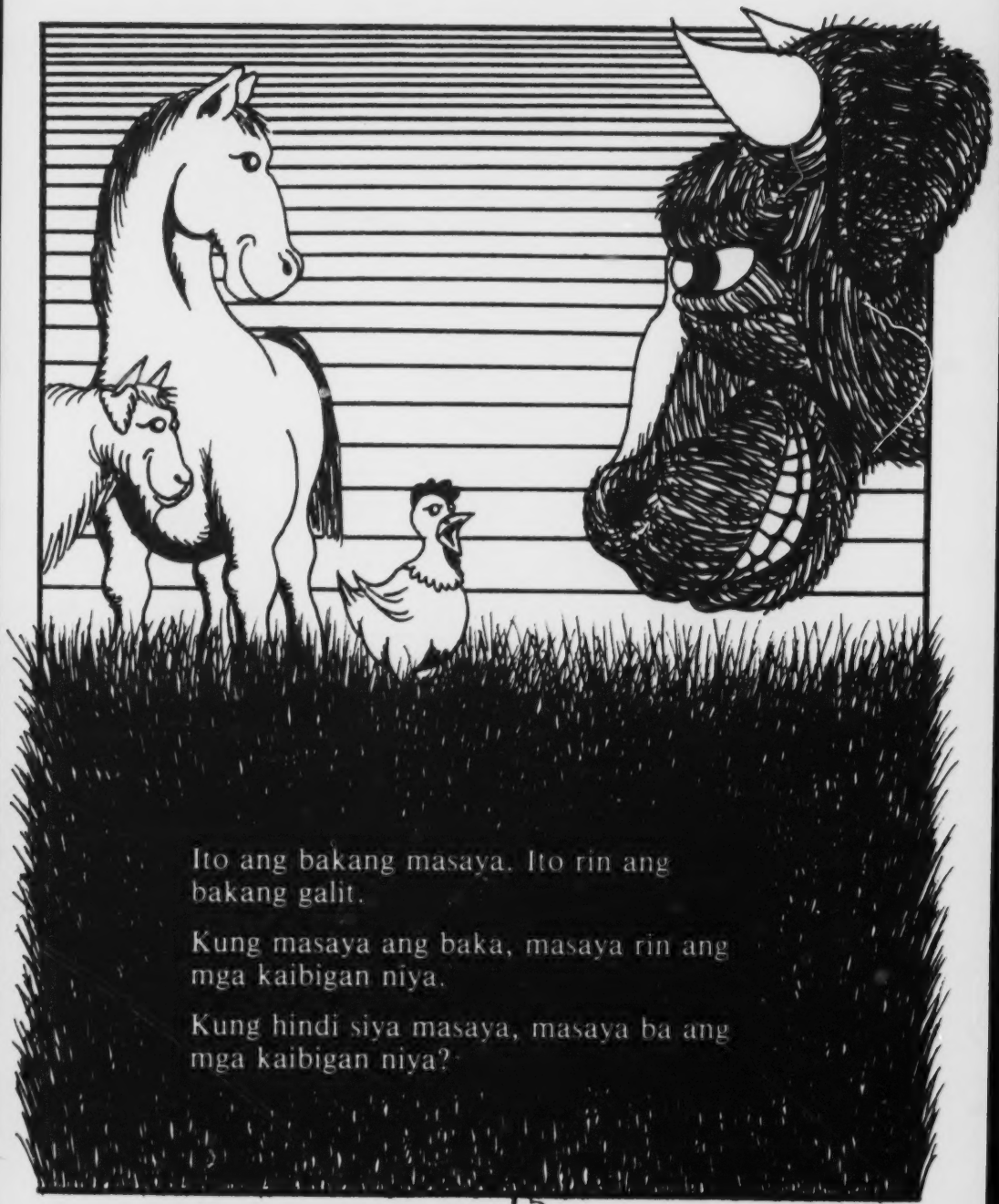


"Bakit galit ang bakang iyon?" ang sabi ng manok.

"Hindi ko alam," ang sabi ng kabayo.

"Huwag tayong bumati," ang sabi ng kambing.

Walang sinabi ang mga hayop sa baka.

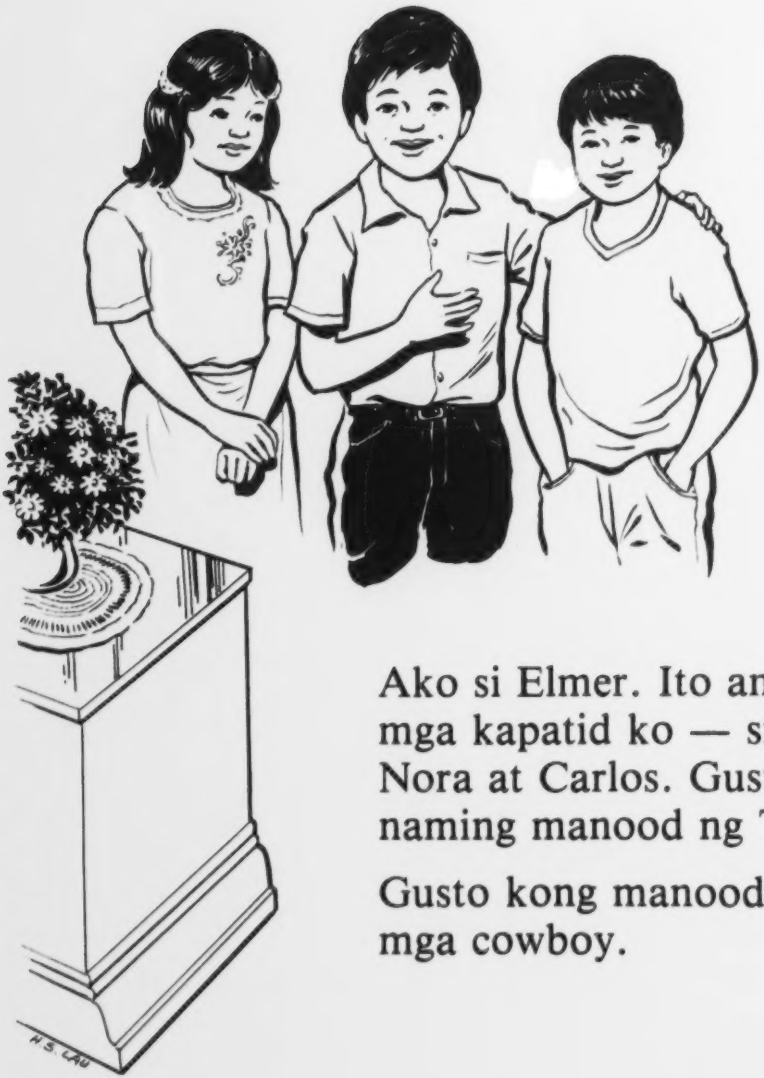


Ito ang bakang masaya. Ito rin ang bakang galit.

Kung masaya ang baka, masaya rin ang mga kaibigan niya.

Kung hindi siya masaya, masaya ba ang mga kaibigan niya?

Ano ang Gagawin Namin?



Ako si Elmer. Ito ang mga kapatid ko — sina Nora at Carlos. Gusto naming manood ng TV.

Gusto kong manood ng mga cowboy.

Gusto ni Norang manood ng mga cartoon.

Ayaw ni Carlos ng mga cartoon.

Hindi namin alam kung ano ang gagawin.

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Gagawin kaya namin ito?

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Gagawin kaya namin ito?

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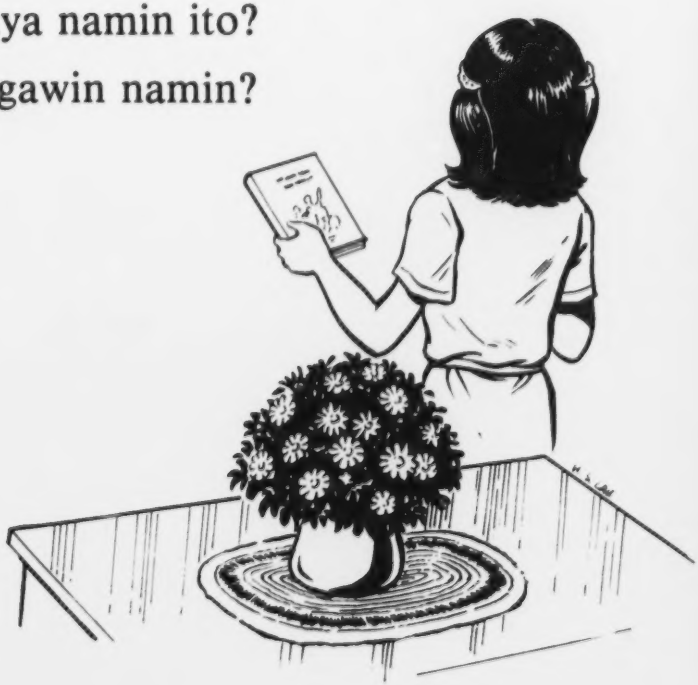
Gagawin kaya namin ito?

Ano ang gagawin namin?



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Ang Hardinera

Si Annie Takata ay isang hardinera.
Siya ang taga-alaga ng mga halaman.

Ito ang gawain niya. Mahirap ang
gawaing ito.

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Maagang gumising si Annie. Kailangang niyang magsimula sa umaga.

Sa gawain niya, kailangan ni Annie ang makinang pang-damo. Ang makinang ito ay malaki at mabigat.

Maraming gawain si Annie. Ang mga halamang ito ay may uod. Upang mawala ang mga uod, kailangan ng lason.

Ito ang isa sa mga gawain ni Annie araw-araw.

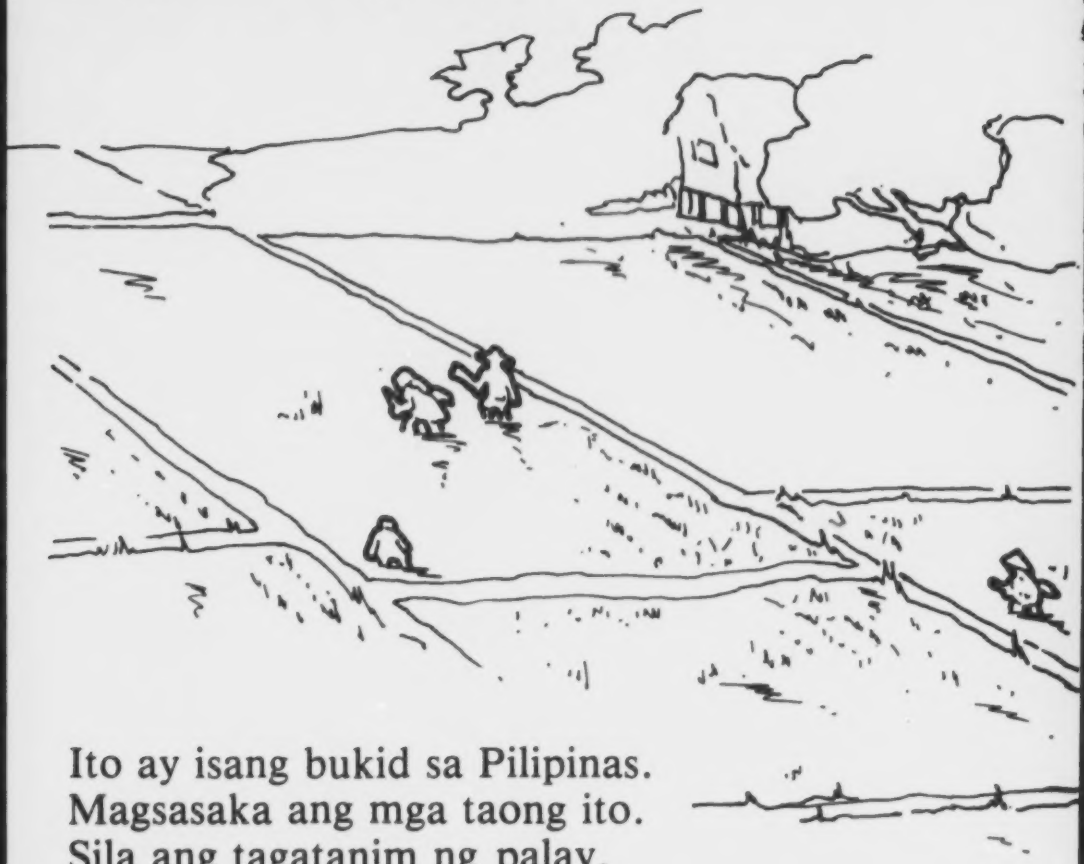
Gusto ni Annie ang gawain niya. Siya ay isang hardinera. Taga-alaga siya ng mga halaman.

Mga Gawain

Tayo ay tumulong sa tatay at nanay
Sa mga gawain sa loob ng bahay.
At kung kailangang maglinis, magluto,
Magsimulang gumawa at huwag maglaro.

Kaya araw-araw maghandang maaga
At sa paaralan tayo ay pumunta
Upang mag-aral na sumulat at bumasa
Sa loob ng klase, kaibigan ay kasama.

Pagtatanim ng Palay



Ito ay isang bukid sa Pilipinas. Magsasaka ang mga taong ito. Sila ang tagatanim ng palay.

Ang palay ay mahalaga. Galing sa palay ang kanin.

Ito ang mga tao sa bukid. Lahat ay kailangang tumulong sa pagtatanim ng palay. Lahat ay may gawain dito sa bukid.

Ano ang nakikita sa larawan?

Mahalaga ang mga magsasaka sa Pilipinas.

Kung walang magsasaka, walang palay sa bukid.

Kung walang palay, walang kanin.

Kung walang kanin, ano ang mangyayari?

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Ito ang awit ng mga magsasaka sa bukid. Umawit tayo.

Mag-ta-nim ay di bi-ro, Mag-ha-pon na-ka-yu-ko. Di na-
man ma-ka-ta-yo, Di na-man ma-ka-u-po. Mag-ta-nim di bi-
ro, Mag-ha-pon na-ka-yu-ko, Di na-man maka-ta-yo, Di na-
man ma-ka-u-po. Ha-li-na, Ha-li-na, mga ka-li-
yag, Ta-yo'y mag-si-pag-u-nat-u-nat.
Mag-pa-ni-ba-go ta-yo ng la-kas, Pa-ra sa
a-raw ng bu-kas.

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Ang Pista sa Filipino Center

Masayang-masaya si Ted.

Nanay: Handa ka na ba, Ted?

Ted: Opo, Mommy. Handa na po ako.

Nanay: Tayo na sa Filipino Center. Nandoon na ang mga kasama natin.

Ted: Mommy, ano ang gagawin natin doon?

Nanay: May pista sa Filipino Center. Makikita natin ang mga kaibigan nating Pilipino.

Ted: Nagluto ka ba ng pagkain?

Nanay: Co, nagluto ako ng adobo para sa pista. Gusto mo ng adobo, hindi ba?

Ted: Opo.

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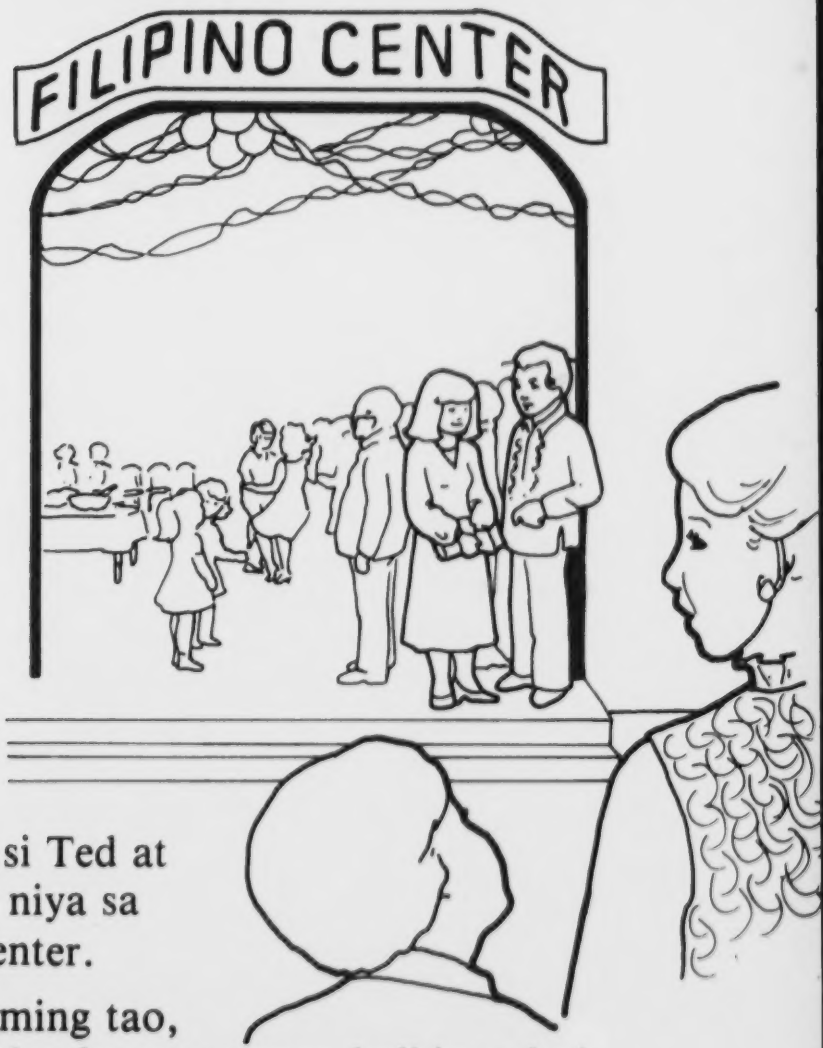
Nanay: Kagabi, pumunta ang tatay mo sa Filipino Center. Tumulong siyang maglinis.

Ted: Sino pa ang nandoon?

Nanay: Nandoon din ang mga tatay ng kaibigan mo. Nagkabit sila ng mga dekorasyon. May mga taong nagluto ng sarisaring pagkain. Lahat ay tumulong para sa pista.

Ted: Katulad ba ito ng pista sa Pilipinas?

Nanay: Oo, kaya lang, nakatira na tayo sa Amerika. Gusto rin ng mga Pilipino dito na magpista. Kaya may Filipino Center tayo.



Dumating si Ted at ang nanay niya sa Filipino Center.

Ted: Maraming tao, Mommy! Nandoon ang mga kaibigan ko!

Nanay: Nandoon din ang tatay mo. Tayo na.

Ted: Alam mo, Mommy, ito ang pinakamasayang pista sa Filipino Center.

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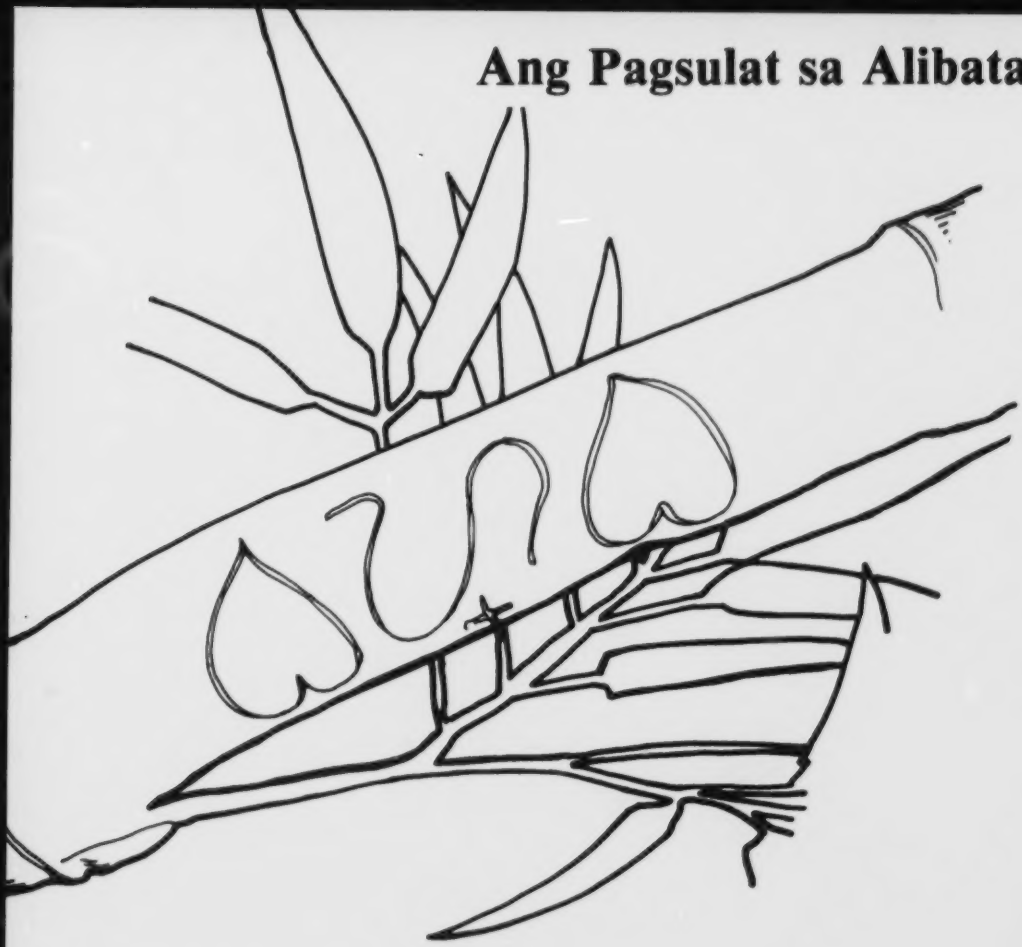
Ang Pagsulat sa Alibata



Paano sumulat ang mga Pilipino noong unang panahon?

Noong unang panahon, ang mga titik ay iba sa mga titik natin ngayon. Ang pagsulat na ito ay ang Alibata.

Walang papel ang mga unang Pilipino. Sumulat sila sa kawayan at balat ng kahoy.

Ito ang mga titik ng Alibata.

a

e-i

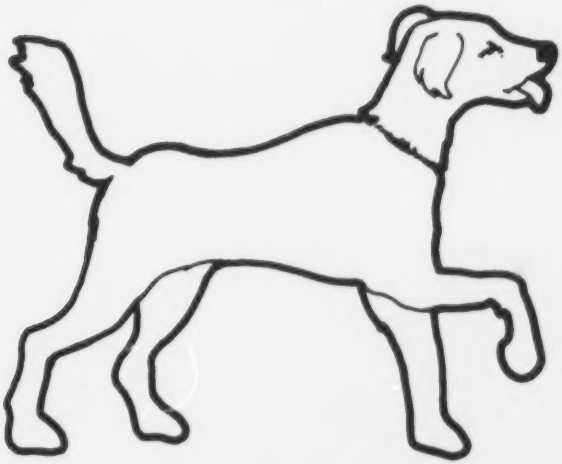
o-u

Ang ay may tunog na *a*.

Ang ay may tunog na *e* o *i*.

Ang ay may tunog na *o* o *u*.

Bumasa tayo sa Alibata.



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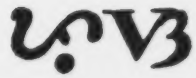

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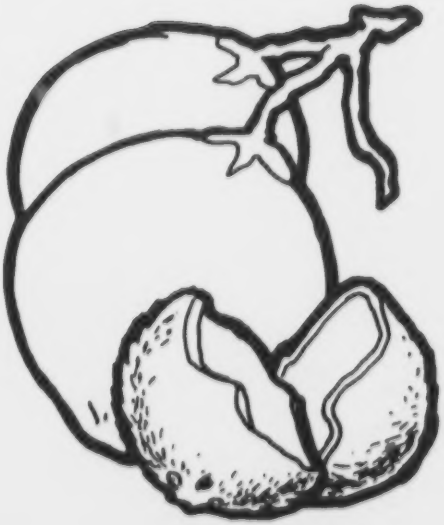
Ano ang mga ito?



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Paano ang pagsulat ng mga ito?

ma

pa

ta

a

Ang pagsulat ng mga unang Pilipino ay ibang-iba sa pagsulat natin ngayon. Gusto mo bang sumulat sa Alibata?

EARLY FILIPINO WRITING

41

Origami

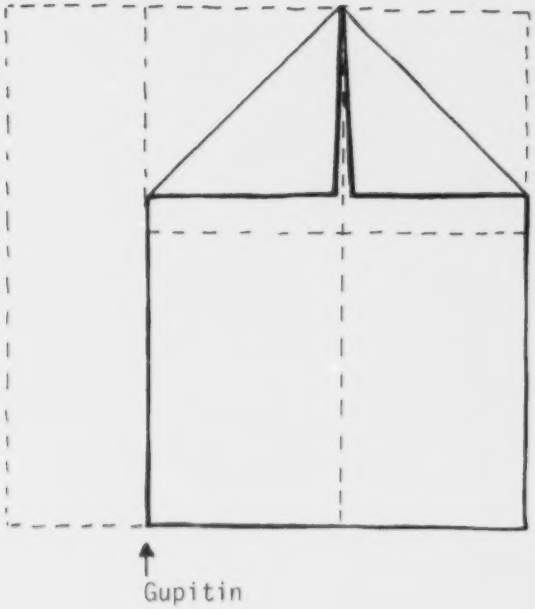
Pagtiklop ng papel — ito ang origami.

Sa Hapon, gustong-gusto ng mga bata ang origami. Sa pagtiklop ng papel, maaaring gumawa ng isda, ibon, lobo, bahay, eroplano at marami pang iba.

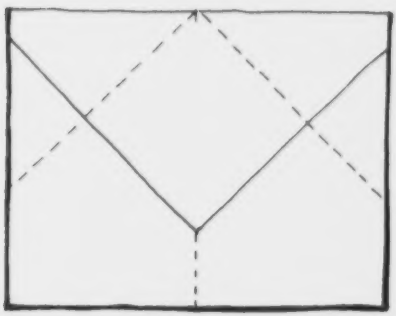
Sa origami, papel lang ang kailangan natin. Gumupit ng papel na hugis kuwadrado.

Sundan ang mga larawang ito upang gumawa ng eroplano.

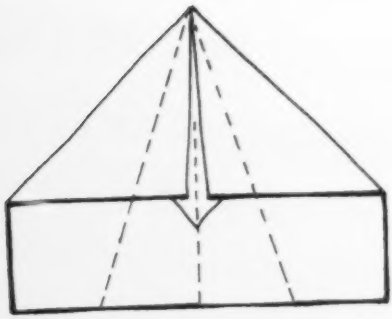
Una 1



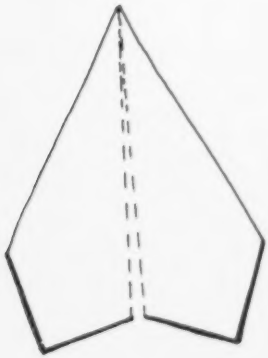
Ikalawa 2



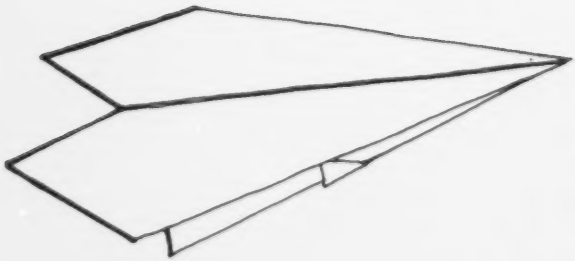
Ikatlo 3



Ikaapat 4



Ikalima 5



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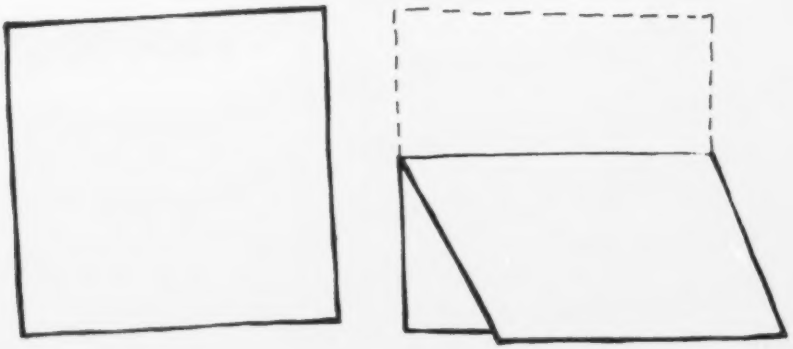
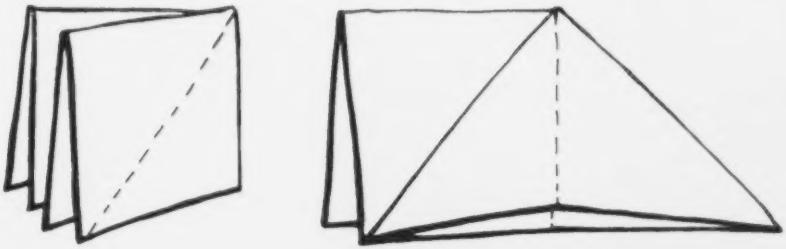
Sundan ang mga larawang ito upang gumawa ng lobo.

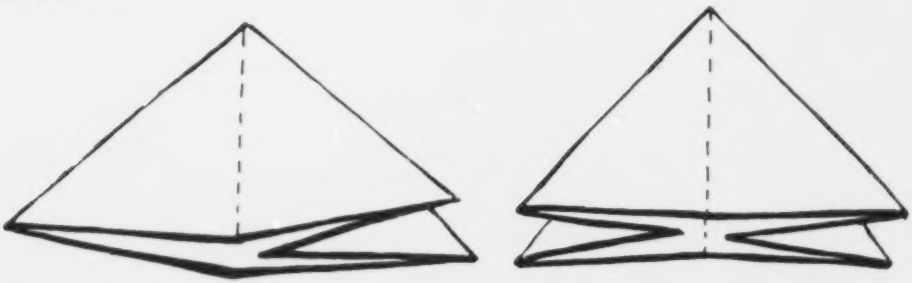
Una 1



Ikalawa 2



Ikatlo 3



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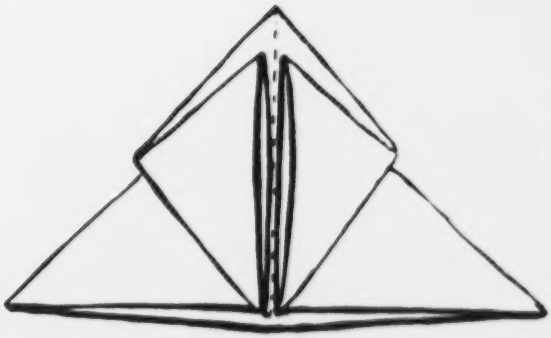
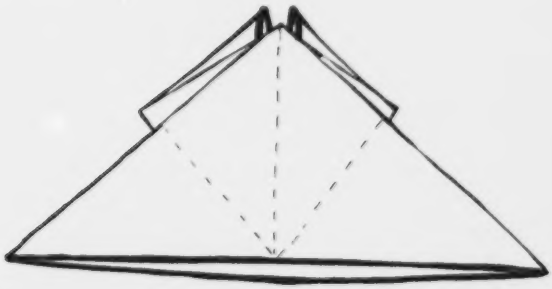
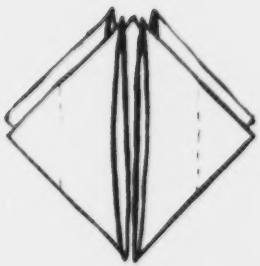
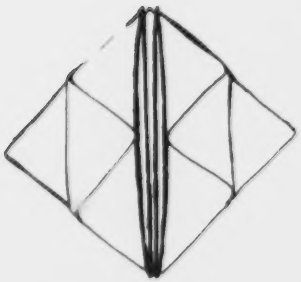




Ikalima 5





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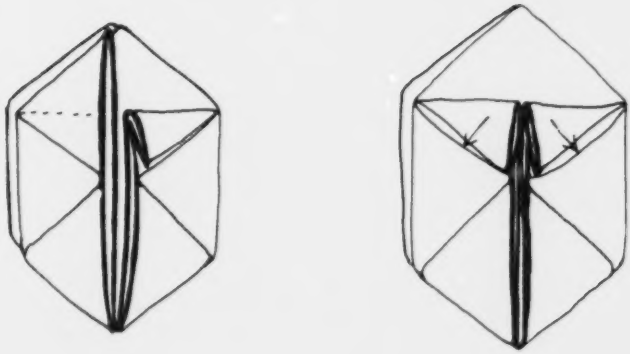
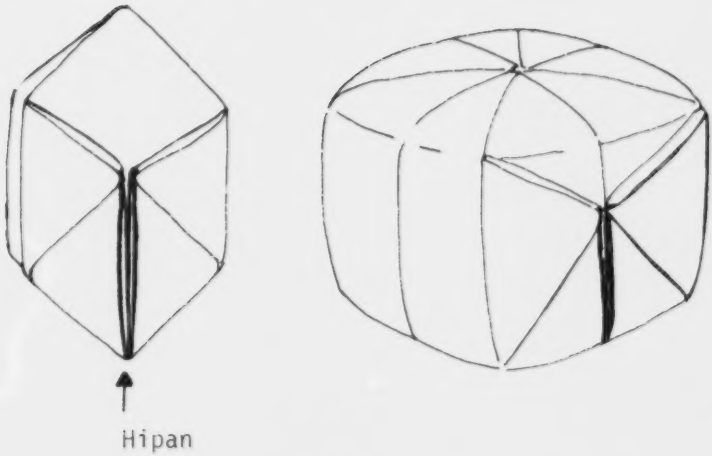
Ikaanim 6



Ikapito 7



Sagutin ang mga ito:

Ano ang origami?
Saan galing ang origami?

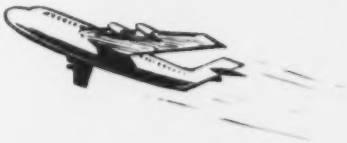
Ang Post Office

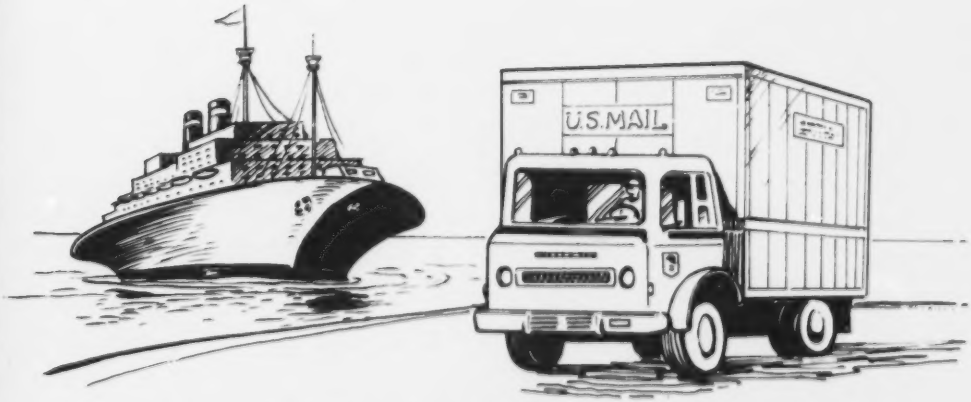
Ito si Mr. Jones, ang kartero. Marami siyang gawain araw-araw. Maraming sulat para sa mga tao araw-araw. Sulat! Sulat! Sulat!

Saan galing ang mga sulat na ito?

May sulat ang batang ito para kay Mr. Jones, ang kartero. Sundan natin ang sulat niya. Ano kaya ang mangyayari sa sulat?

Sa post office, ang mga sulat ay kailangang ayusin. Bakit?





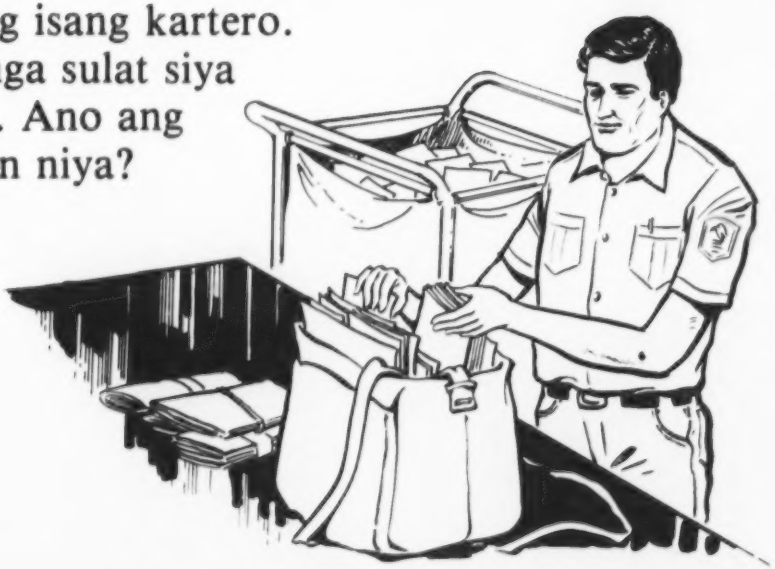
Ang eroplano, ang bapor, ang tren, ang trak. Ang mga ito ay tagadala ng mga sulat. Bakit?

50

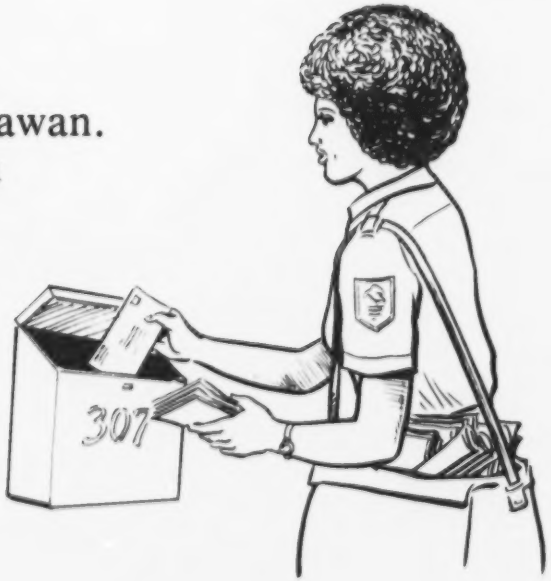
Pagdating ng mga sulat sa ibang post office, kailangang ayusin ang mga ito. Bakit? Paano?

51

Eto ang isang kartero.
May mga sulat siya
sa bag. Ano ang
gagawin niya?



Ito ang sulat ng
bata sa unang larawan.
Sino ang tagadala
ng sulat?



"Naku, may sulat galing sa pinsan natin!"

Bakit mahalaga ang post office?

Bakit mahalaga ang gawain ng kartero?

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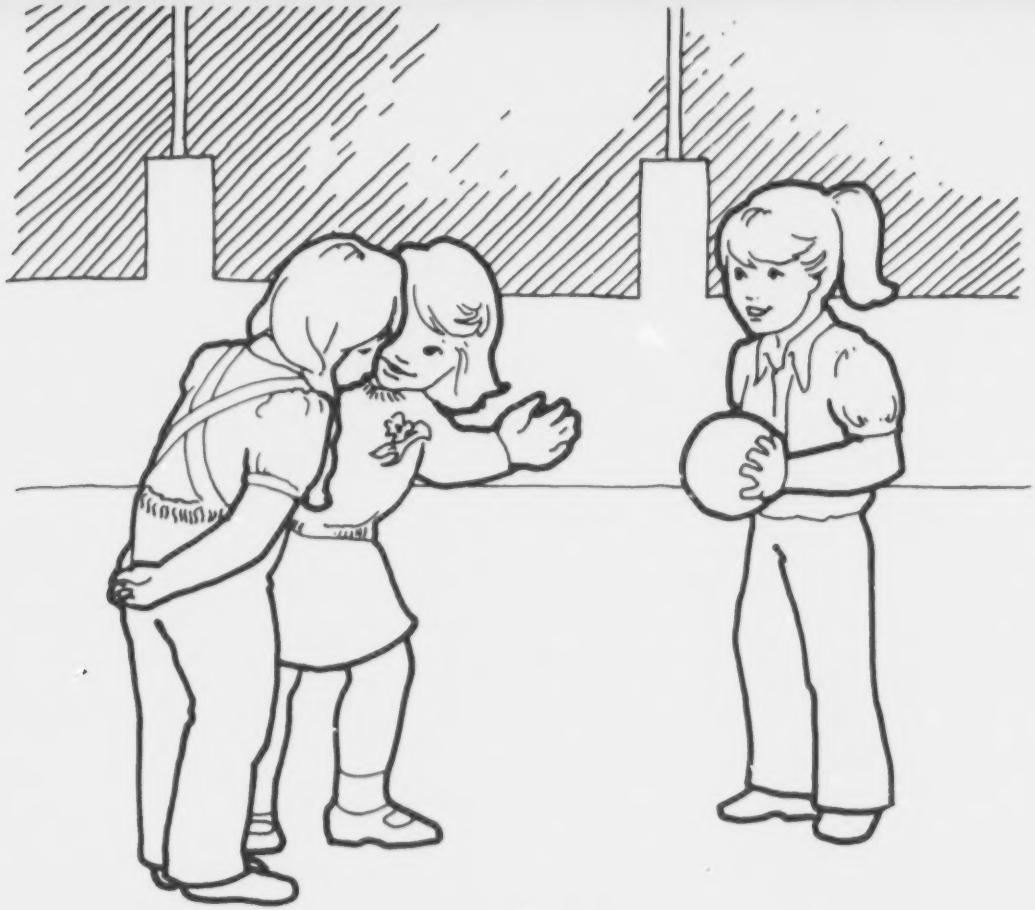

HANBUK NG GURO
TEACHER'S HANDBOOK

Sining ng Wika Unang Antas
Language Arts Level One

Interaction
Pakikisalamuha

Asian American Bilingual Center

BEST COPY AVAILABLE

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TEACHER'S HANDBOOK

Sining ng Wika Unang Antas
Language Arts Level One

Written by Voltaire Gungab

Interaction
Pakikisalamuha

Asian American Bilingual Center

Developed by

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INTRODUCTION

The Asian American Bilingual Center curriculum attempts to foster the total growth of the child. This goal is based on the belief that the child's cognitive development is inseparable from the child's social, affective and psychomotor development.

In order to facilitate the child's total growth, the Center has selected an interdisciplinary approach to curriculum development. Thus, the Center curriculum is integrated rather than segmented into traditional subject areas. Social studies has been selected as the core of the curriculum design. Social studies themes and concepts provide the framework within which all the subject areas--mathematics, reading/language arts, fine arts, and science--are organized.

The four social studies themes are: Child, Family, Community, and Natural Environment. These themes spiral, that is, reappear and expand, through the curriculum from one level to the next. At each level, one or more aspects of a theme are emphasized more than others as the child moves from simple to complex ideas and from the understanding of self to an understanding of society.

Correlated with the four themes are the concepts: Identity, Needs, and Interaction.

Identity

A strong and positive self-concept is a vital part of every child's life. It is integral to the development of the child's intellectual, emotional, social, and physical capabilities. It stems from the child's confident recognition of his/her uniqueness as an individual, as a member of his/her family and community, and as a participant in his/her culture and history. It results in the development of a self-determining child, one who is increasingly able to make decisions, solve problems, and make an impact on others and on the environment in a creative, responsible, and concerned manner.

Needs

A self-managing child clearly perceives and analyzes his/her physical, social, and economic wants and needs. S/he explores and becomes skilled in the use of his/her human and environmental resources in order to fulfill those needs. The child is knowledgeable about how people and other living things must work together to fulfill one another's needs and operates competently in that cooperative effort.

Interaction

In order to function effectively with people and within the environment, the child recognizes the necessity and value of interdependence. The child is aware of and respects the values, feelings, and rights of others. S/he understands the impact made upon him/her by others and by factors in the environment, and in turn is able to make an impact on them. The child is perceptive and analytical in his/her interactions. S/he deals with problems, conflicts, and changes with reason and initiative. Skilled in verbal and non-verbal communication, the child understands cause and effect, and collective decision making. The child's actions and interactions reflect his/her concepts of him/herself as an individual and as a member of the community. They express his/her culture and history. Thus, it can be seen that Identity, Needs, and Interaction are closely interwoven.

The content of the curriculum within the guidelines established above is multicultural with an Asian American emphasis. In establishing what the student is expected to learn in each unit, particular attention has been given to clarifying and analyzing values, feelings, and attitudes.

The Center's curriculum is packaged into three kits per level. Four levels of curriculum materials have been developed for the elementary grades. The Introductory Level program is designed for prekindergarten and kindergarten children. The Level One program is suitable for students in grades one and two, the Level Two program for grades three and four, and the Level Three program for grades five and six. Each kit carries the name of one of the Center's major concepts: Identity Kit, Needs Kit, and Interaction Kit. In general, each kit contains:

1. a teacher's guide and resource book
2. a teacher's math handbook
3. a teacher's language arts handbook
4. a student math workbook
5. a student language art workbook
6. a basal reader
7. a set of flashcards
8. a set of charts
9. a set of storybooks

Each level of the Center's curriculum, therefore, consists of more than thirty products.

AN OVERVIEW

Bilingual education is based on the right of language minority students to equal and quality education, and on the belief that the best way to guarantee that right is to employ the native language of the limited English-speaking child as a basis for learning.

Teaching the child his/her native language is an important aspect of bilingual education. Contact with his/her ethnic culture, which a knowledge of the language facilitates, will instill in the child a sense of cultural pride. The resulting positive self-concept will make the child more eager to learn in school. And while the child is learning English, his/her mastery of subject matter, acquisition of skills, and development of concepts will be furthered rather than inhibited through the use of the native language.

On these bases, the Asian American Bilingual Center has developed the Pilipino Language Arts Program.

But why develop such a program, one may ask, when a wealth of language arts materials is available from the Philippines?

First, one must recognize that the situation of the Filipino American child is quite different from that of his/her counterpart in the Philippines. While a child in the Philippines receives constant reinforcement in the Pilipino language from the environment, the Filipino American generally receives it only at home. Second, the content of materials from the Philippines reflects Filipino society, and much of it may not be relevant or applicable to the Filipino American child's experience. With his/her unique needs and interests, s/he should therefore have materials whose content and approach would enable him/her to develop skills in Pilipino while learning about new ideas encountered in the United States, the multi-ethnic nature of this society, and the new environment.

Recent research in the field of Filipino linguistics has provided a more accurate, concise and scholarly description of Pilipino. Increasingly, textbooks in the Philippines have utilized this knowledge in the teaching of language and reading. The AABC Language Arts Program also reflects these research findings. The *Tagalog Reference Grammar* by Paul Schachter and Fe Otanes has served as an invaluable reference in this respect.

Recent changes in the Pilipino language have been integrated into the program. For instance, changes in spelling directed by the Institute of National Language in the Philippines are observed. Foreign loan words that are now acceptable in modern Pilipino in their original spelling are used. The language used in the readers is based on the Manila dialect, now considered standard Pilipino.

The Pilipino Language Arts Program is an instructional program geared both to the immigrant Filipino child and to the American-born Filipino child who has learned to speak Pilipino at home. The program covers the four basic areas of language development: listening, speaking, reading, and writing, with emphasis placed on reading. It is carefully sequenced and contains a variety of activities. The program employs a comprehensive basal approach in which every attempt is made to intergrate the skills that a child needs for reading, comprehension, and critical and logical thought.

The pacing of the lessons is restrained to make allowances for the lack of Pilipino reinforcement in the child's English-dominant environment. The reading vocabulary, for example, is

not comparable to that for the same grade level in the Philippines.

In this reading program, the children are given an opportunity to study more closely the various elements of the Pilipino language and learn how they can best use this information in reading. For instance, affixation, which plays a major role in word formation, is emphasized in the program as an aid to comprehension and decoding. The children are given examples which are used in meaningful contexts; from these examples, they are encouraged to formulate a generalization. This is in direct contrast to the traditional way of teaching grammar in which the children are given a rule to remember or memorize.

Reading for meaning and reading to encourage critical thought is emphasized throughout the program. New vocabulary is always introduced in context. Because Pilipino is written phonetically, the children should not have any difficulty decoding once they have acquired this skill; beyond this, it is important for them to know what a word means, and when and how it is used. New words, therefore, are presented not merely as a syllable-by-syllable decoding exercise, but always in meaningful situations, either with picture clues or in sentences. It is very important that the children be encouraged to participate actively in the discussion that accompanies the vocabulary presentation.

The readers in the program feature selections whose topics are drawn from the social studies core of the AABC's interdisciplinary curriculum. Each lesson also has an oral language activity related to the selection's topic. Oral language activities are designed to develop communicative competence in Pilipino, and to provide opportunities to use the language creatively.

NOTES TO THE TEACHER

Part One

The Level One Language Arts Program is designed for a half hour of instruction per day. The entire program covers approximately thirty weeks, with each kit spanning ten weeks of instruction.

The selections in the readers act as a springboard for the vocabulary, sentence structures, and grammatical content being focused upon in the accompanying lessons. For example:

If the child encounters the following in a selection:

words like *klase* or *klinika*

intensified adjectives like *magandang-maganda*

verbs like *maglaro* and *magluto*

sentences containing a verb-topic-locative phrase structure like *Pumunta si Kim sa tindahan.*

words like *bukas* and *handa*

Each kit contains the following:

STUDENT READER

The reader is a collection of eight to ten selections. The topics for the selections are linked to the social studies core curriculum of the AABC; thus the language arts and social studies components reinforce and enhance each other.

Initially, the selections are simple descriptions that introduce characters or establish settings. They progress to longer accounts in a variety of literary forms and genres: prose, poetry, fiction and non-fiction, and folklore. Most of the stories are set in America--the Filipino characters in the stories live in the United States. The reader reflects the multicultural nature of American society by including characters representative of various ethnic groups in the United States.

the accompanying lesson will teach, explain, or reinforce these corresponding concepts:

the initial consonant cluster *kl*

intensifying adjectives through repetition with the linker *na/-ng*

forming verbs by prefixing *mag* to root words

sentences may give the following information: what was done, who did it, and where it was done; the Pilipino sentence structure consists of a predicate followed by a topic

syllable stress distinguishes meaning, as in *bukas* (open) and *bukas* (tomorrow); one word may have more than one meaning, as in *handa* (to be ready; a party)

The language used in the readers is simple and conversational. The sentences follow the basic Pilipino sentence pattern *predicate + topic*. The inverted sentence form with *ay*, used in writing and formal speech, is not introduced until the last ten weeks of the program.

STUDENT WORKBOOK

A workbook provides each child with tasks focusing on phonic, structural, comprehension, and study skills as well as on vocabulary development and practice.

Some worksheets are integral to a lesson; others serve as reinforcement. These worksheets require direct teacher supervision and do not have written directions. The teacher gives the directions orally as indicated in the lesson. Study skills worksheets have written directions and are designed for the child's independent use.

TEACHER'S HANDBOOK

The handbook is divided into these sections:

1. Overview
2. Notes to the Teacher
3. Glossary of Linguistic Terms
4. Scope and Sequence Chart
5. Lessons
6. Reinforcement Games
7. Evaluative Test and Student Profile
8. Teacher Resource Materials

The *Overview* describes the philosophy and methodology of the language arts program. The *Notes to the Teacher* are designed to assist the teachers in the use of materials provided in the program. The *Glossary of Linguistic Terms* is provided for those who may be unfamiliar with the linguistic terminology used in this handbook. The *Scope and Sequence Chart* is a summary of the major performance objectives covered in a kit. The *Lessons* comprise the bulk of the Teacher's Handbook. With the exception of Lesson One, each lesson follows the same format and is introduced by a front page that surveys the lesson. The *Reinforcement Games* may be played to practice and review vocabulary. The *Evaluative Test and Student Profile* have been provided for teacher use in assessing student progress and ability. The *Teacher Resource Materials*--teaching pictures, flashcards, and songs--are found in the final section of the handbook. Page references for these materials are given in each lesson.

Each lesson has a front page which provides the following information:

Topic: A summary of the lesson's selection is given. In the Identity kit, the selections in the reader begin with Lesson Three. lessons One and Two serve as review and prepare the children for the basal approach in reading instruction.

Skills to be developed: All the skills which are introduced or reinforced are listed under the following categories: work study skills (phonic analysis and other related skills), comprehension skills, vocabulary skills (language development and structural analysis), and study skills. In each category, the skills are usually labeled *review* or *introduce*.

Vocabulary: Words to be reviewed and introduced are listed.

Materials: Under the heading AABC, a list of the resources developed by AABC is given. The appropriate page references in either the Teacher's Handbook or the Student Workbook are indicated. Under the heading *Other* are visual aids, pictures, and other materials that a teacher is expected to provide.

Each lesson is divided into: *Preparation for Reading, Reading, Building Skills, Additional Activities,* and *Enrichment.* In a few lessons, a selection called *For Teacher Information* is also included. Part Two of these NOTES TO THE TEACHER is a more detailed discussion of the lessons.

Part Two

Below are suggestions and recommendations on instructional techniques for each of the four sections of a lesson discussed in Part One.

PREPARATION FOR READING

1. Presenting New Vocabulary

Several approaches may be used to introduce new vocabulary before the children read a selection. Each approach includes a discussion in which the children actively participate. The words should be introduced in meaningful contexts, since some of these words may not yet be in the children's oral vocabulary. The assumption must not be made that because the children can decode a word by syllable, they know what it means.

Modified language experience approach: A large part of the new vocabulary in the selections is introduced through this approach, in which the teacher initiates a discussion whose topic elicits the new vocabulary words from the children. This may be done by asking leading questions. For example:

Vocabulary Words: *pinsan, kapatid, nanay, tatay*

Ask the children: *Ilan ang kapatid mo? Ano ang ginagawa ng tatay at nanay ninyo sa bahay? May pinsan ka ba?* As the children offer information on the topic, write some of the sentences containing the vocabulary to be taught on the board in the form of a reading chart. Since you want only the children's reading vocabulary to appear on the chart, rephrase the children's responses if necessary. (Note: Use the children's own names in the sentences, and construct conversational sentences of the basic *predicate + topic* pattern.) Sample chart:

PINSAN ni Tom si Mary.
Isa ang KAPATID ko.
Nasa bahay ang NANAY ni Alex.
Si Mr. Cruz ang TATAY ni Peter.

If the children are not familiar with the vocabulary words introduced, a more direct approach may be used. You may explain the meaning of the word by giving its definition, or examples or synonyms of the word. After preparing the sentence chart on the board, read the sentences to the children or help them read the sentences themselves. Print the new vocabulary words on index cards and show them to the children, then ask them to locate the words in the sentences by framing or underlining them.

Reading by syllables: Several vocabulary words to be introduced contain four or five syllables. Such words can be decoded more easily through the following procedure:

Vocabulary word: *kaibigan*

Print each syllable of the word on an index card. Crop the cards so that when placed close together, they will form one word. Start a discussion on the topic of friends.

Then say: *Basahin natin ang salitang KAIBIGAN.* Display the first index card with *ka* on it and have the children read the syllable. Repeat with the other syllables, putting the cards next to each other so that the resulting arrangement looks like this: *ka i bi gan.* Put the cards cards close together and say: *Pag pinagtabi-tabi natin ang mga ito, ang salitang babasahin natin ay KAIBIGAN.* Have the children read the whole word. Write a sentence using the word on the board to establish context.

Using words in sentences: Advanced readers may be able to decode the vocabulary words without oral or visual reinforcement as suggested in the approaches above. If such is the case, print the words to be introduced on the board and have the children read them. Meaning should be established or reinforced by having the children use each word in a sentence, give synonyms, or explain or define the word. Depending on their abilities, ask some children to write their sentences on the board and ask others to locate and underline the vocabulary word. Names of people and places, as well as words borrowed from English that appear in the selection in their original spelling (for example, Chinatown, Filipino Center), should be introduced in this manner.

2. Review and Reinforcement of Vocabulary

Worksheets: Vocabulary reinforcement worksheets for each lesson are titled "Using the New Words," with the lesson number indicated. They require the children to read some words in sentences, trace other words, or answer questions. The object of the worksheets is to give the children additional practice in using the words and seeing them in meaningful contexts.

Games: A game to review and reinforce new and old vocabulary may be played. These games are found in the Reinforcement Games section.

3. Presenting or Reviewing Sounds or Structural Units

Consonant clusters and diphthongs: These are introduced in the Level One Program, usually in the Building Skills section following the reading. However, they are sometimes introduced before the reading activity to prepare the children for vocabulary words that begin or end with these sounds. Specific directions are given in the activities.

Structual units: These refer to affixes. Affixation plays a basic role in Pilipino word formation. Affixes in Pilipino carry meaning, and when added to root words, they signify a change in lexical denotation. They are generally introduced in the Building Skills section, but a few are presented before the reading activity.

Reading

1. Setting the Purpose for Reading

To stimulate the children's interest in the selection to be read, ask some questions or discuss a related topic, then direct the children to look for the selection title and page number on the Contents page. After they locate the selection, tell them to examine the illustrations and guess what the selection is about. Then say: *Babahin natin ang kuwento para malaman natin.*

2. Silent Reading

Because it is a vital skill to be developed, silent reading is emphasized in the program. Before giving each silent reading task, motivate the children by telling them to discover the events or other details in the selection; for example, *Basahin ang pahinang ito para malaman natin kung saan pumunta ang bata.* Follow each silent reading task with a list of questions to evaluate comprehension; if the children cannot answer satisfactorily, encourage them to reread the page silently. Some questions demand recall of details and location of information; others require inferring data, drawing conclusions, and applying information, thus fostering critical thinking in the children. Oral reading should be integrated by asking the children to locate and read sentences that answer certain questions.

3. Reading Follow-up

The follow-up activities suggested after each reading consist of tasks that further evaluate comprehension, ability to follow directions, and ability to think critically.

Building Skills

This section of the lesson consists of teacher-directed activities that develop reading skills: phonic analysis, structural analysis, language development, and comprehension and study skills. Writing and spelling exercises are also provided. Each activity builds upon and reinforces the others; thus it is important that the teacher attempt to carry out each one.

Additional Activities

This section contains activities that reinforce and develop skills in other areas, such as classifying words, punctuating, capitalizing letters, etc. Study skills worksheets are provided in some lessons. Assign these activities as additional work for fast readers and for children who need extra reinforcement.

Enrichment

To unify and extend the concepts learned in the lesson, related activities involving art, poetry, and music are suggested. In addition, each lesson contains an oral language activity designed to develop the child's communicative competence in Pilipino. Oral language activities consist of dramatizing stories; reciting poems; sharing personal experiences; and role playing simulated situations such as introducing a friend or asking for directions. Listening activities are also suggested. Select any number of activities that are best suited to your children's level and interests.

For Teacher Information

This addendum is given in some of the lessons and contains additional facts about the content or topic of a selection. Such information may be useful to both teacher and student.

SCOPE AND SEQUENCE CHART

	TOPIC OF STORY	WORD STUDY SKILLS		COMPREHENSION SKILLS	VOCABULARY SKILLS		STUDY SKILLS
	KAIBIGAN, KASAMA AT KAPUNA	*Phonic analysis*	*Other*		*Structural Analysis*	*Language Development*	
BEHAVIOR	21 ***Si Elena*** Behavior is related to feelings and conditions. (p.1)	Review: cluster *kl*	writing/spelling by syllable (V-initial)	recalling details locating information making inferences relating story to experiences cause and effect recognizing character traits	Review: *ma* (adj.)	interrogatives opposites intensification of adjectives sentences with same meaning	finding titles
	22 ***Ang Bakang Masaya at ang Bakang Galit*** One's behavior influences the behavior of others. (p.7)		writing/spelling by syllable (V-initial) and final reading sight words	recalling details locating information making inferences cause and effect predicting outcomes drawing conclusions		words that tell where synonyms using *huwag* multiple meanings in sentences	classifying words dictating a short story finding titles
	23 ***Ano ang Gagawin Namin?*** Decision-making is influenced by people's needs & goals (p.13)	Review: diphthong *aw*	writing/spelling by syllable (VC-final)	recalling details locating information making judgments relating story to experiences using context clues finding irrelevant sentences	Introduce: *taga* (nouns) e.g., *tagaluto*	using *ayaw* *ay* - inversion	
COOPERATION	24 ***Ang Hardiners*** People have a variety of roles and responsibilities. (p.20)		writing/spelling by syllable (review)	recalling details locating information deriving information from picture clues making inferences drawing conclusions	Review: *ma* (adj.) *taga* (nouns) Introduce: *pang* (adj.) e.g., *panggupit*	*ay* inversion opposites words with more than one meaning gender-marked nouns	classifying words
	25 ***Mga Gawin*** People's roles and responsibilities vary according to their abilities. (p.29)	*Introduce: clusters gr*	writing/spelling by syllable (CCV-initial) & /ts/) identifying rhyming words words in verse reading sight words	recalling details appreciating poetic form recognizing main idea	Review: *pang* (adj.)	rhyme perception words that tell when listening to poetry	dictating a short story
	26 ***Pagtatanim ng Palay*** Cooperative efforts result in benefits to all. (p.38)	Review: cluster *gr*	writing/spelling by syllable (CCV-initial) identifying rhyming words in verse	recalling details making inferences anticipation outcomes understanding a song finding irrelevant sentences	Review: *taga (nouns)* *Introduce: pinaka* (adj.) e.g., *pinakamalaki*	rhyme perception words for "rice" singing a song	classifying words
	27 ***Ang Plata sa Filipino Center*** People develop different ways to live and work together. (p.41)	Introduce: cluster *dr*	writing/spelling by syllable (CCV-medial)	recalling details making inferences locating details relating story to experiences recognizing format of plays appreciation of drama	Review: *pinaka* (adj.)	using *para sa/kay* using *katulad*/synonyms time adverbs/words that tell when	colon
COMMUNICATION	28 ***Ang Pagsulat sa Alibata*** People have developed a variety of communication methods. (p.48)	Review: cluster *dr*	writing/spelling words by syllable (3 syllables—combination)	making inferences locating details recognizing main idea recalling details	Introduce: *pag* (gerund) e.g., *pagsulat*	ordinal numbers (6-10) expanding sentences multiple ideas in sentences	
	29 ***Origami*** Communication reflects the ethnic and cultural diversity of people (p. 55)	Review: clusters with *l*	writing/spelling words by syllable (3 syllables—combination) reading sight words	recalling details using context clues	Review: *pag* (gerund)	ordinal numbers words that tell who did what, where, when	following written/illustrated directions classifying words dictating a short story
	30 ***Ang Post Office*** Mail services enable people to communicate with each other. (p.61)	Review: clusters with *r*	spelling sight words	recalling details locating information making inferences recognizing sequence summarizing information	Review: all affixes	words that tell why expanding sentences	classifying words

A GLOSSARY OF LINGUISTIC TERMS

The following glossary has been prepared for the teacher who may not be familiar with technical terms in linguistics. It is largely derived from the *Tagalog Reference Grammar* by Paul Schachter and Fe Otanes (Berkeley: University of California Press, 1972).

Tagalog, which belongs to the Malayo-Polynesian or Austronesian family of languages, was chosen as the basis of the Philippine national language in 1940. The term *Pilipino* was officially adopted to refer to the national language in 1959. Like any other lanugage, Tagalog has many dialectal variations which are not only regional in nature but are related to the social status and educational background of the speakers. The dialect of Manila is "now generally regarded as standard, in both pronunciation and grammar, by virtue of its prestige as the dialect of the capital and of its overwhelming numerical superiority" (Schachter and Otanes). Widely used by the media, Manila Tagalog has become the acceptable standard for Pilipino.

ADJECTIVE *(Pang-uri)* - A word used with a noun to express a quality of the thing named, or something attributed to it. In Pilipino, the most common adjectives may be classified as either unaffixed adjectives (e.g., *pagod)*, or ma-adjectives (e.g., *maganda)*. In the Interaction units, three processes related to adjectives are introduced: intensification, superlative degree, and formation of reservational/instrumental adjectives.

INTENSIFICATION *(Pagpapasukdol)* - An intensive degree of the quality denoted by an adjective. In Pilipino, this may be expressed in a number of ways. The most common, intensification through repetition, is introduced in Lesson 21.

When adjectives are repeated, the linker na/-ng is used. Examples:

PAGOD NA PAGOD ang bata.
MAHABANG-MAHABA ang tren.

SUPERLATIVE DEGREE *(Antas pasukdol)* - The superlative degree of an adjective is generally expressed in Pilipino by the prefix *pinaka* plus the adjective. This is introduced in Lessons 26 and 27.

Adjective	Superlative
mahaba	PINAKA*mahaba*
masaya	PINAKA*masaya*
galit	PINAKA*galit*

RESERVATIONAL/INSTRUMENTAL ADJECTIVES *(Pang-uring pangkagamitan or pangkaukulan)* - Adjectives that express the meaning "reserved or intended for use on/in" or "for use in performing." In Lessons 24 and 25, adjectives with the reservational/instrumental affix *pang* are introduced.

Reservational: PANGKAMAY *ang relong ito.*
PANGKAPE *ang asukal.*

Instrumental: PANGGUPIT *ang gunting.*
PANGHIWA *ang kutsilyo.*

Because of assimilation, the prefix pang has two variant forms, depending on the initial sound of the root word (see ASSIMILATION for a more detailed explanation). In the lessons however, to avoid confusion on the part of the children,

only the *pang* form is introduced regardless of the following consonant sound. It is presented in hyphenated form in some examples: *pang-sulat, pang-paaralan.*

AFFIX *(Panlapi)* - A syllable or a group of syllables added to a word or a root word to modify its meaning or create a new word. In Pilipno, three kinds of affixes occur:

PREFIX *(Unlapi)* - An affix placed at the beginning of a root word.

Affix	+	Root Word	=	New Word
ma-	+	*laki*		MA*laki*

INFIX (Gitlapi) - An affix placed within the body of a word.

Affix	+	Root Word	=	New Word
-um-	+	*sulat*		*sUMulat*

SUFFIX *(Hulapi)* - An affix placed at the end of a word.

Root Word	+	Affix	=	New Word
tinda		*-han*		*tindaHAN*

The following examples show how affixes modify or alter the meaning of a root word.

Root word:	*sama*	*KAsama*	(companion, noun)
		sUMama	(to go with, verb)
		samaHAN	(club or association, noun)
Root word:	*tayo*	*tUMayo*	(to stand up, verb)
		MAGtayo	(to build, verb)

ASSIMILATION *(Asimilasyon)* - A process by which "a sound accommodates itself to a neighboring sound." For example, when a word that ends with the sound /ng/ is followed by a word that begins with a labial consonant (/p/, /b/, /m/), the /ng/ is often replaced by the sound /m/: *labiNG + pito = labiMpito.*

Assimilation of the ng sound takes place in the adjectival affix pang. Note the change that occurs when pang is prefixed to a root whose initial sound is /d/, /l/, /r/, /s/, /t/. The *pang* prefix changes to a variant form *pan.*

pang + damo = PAN*damo*

pang + lakad = PAN*lakad*

pang + regalo = PAN*regalo*

pang + sine = PAN*sine*

pang + trabaho = PAN*trabaho*

When *pang* is prefixed to a root whose initial sound is /p/ or /b/, it changes to another variant form *pam.*

pang + paaralan = PAM*paaralan*

pang + bahay = PAM*bahay*

The assimilatory changes are reflected in writing.

CONSONANT CLUSTER *(Kambal-katinig, klaster)* - A sequence of two or more consonants occuring within a syllable, either initially or finally. In the Interaction units, the following consonant clusters in Pilipino are introduced:

gr	*GRupo*
dr	*DRagon*

Initial consonant clusters in Pilipino whose second element is l or r are found only in words borrowed from other languages.

ENCLITIC PARTICLES *(Katagang pang-abay)* - A small but important class of words that occur in certain fixed word-order relations to other sentence elements. Enclitic particles generally occur after the first word of a sentence. Pilipino has some eighteen enclitic particles. In the Interaction units, the enclitic *kaya* is introduced as a word eliciting speculation in questions.

Maganda KAYA ang panahon sa labas?
Ikaw na KAYA ang pumunta?

GENDER-MARKED NOUNS *(Pangngalang may panandang kasarian)* - A small group of nouns borrowed from Spanish. The gender of these nouns is indicated by the final vowel: *o* for masculine and *a* for feminine. Gender-marked nouns may represent occupations, nationalities or relationships:

occupations:	*kusinerO*	*kusinerA*
	hardinerO	*hardinerA*
nationalities:	*PilipinO*	*PilipinA*
	AmerikanO	*AmerikanA*
relationships:	*tiyO*	*tiyA*

GERUNDS *(Pandiwang makangalan)* - Verbals that are used as nouns. In Lessons 28 and 29, gerunds formed from *um* verbs are introduced. These are formed by replacing the affix *um* with *pag*.

um Verb	Gerund
sumulat	*PAGsulat*
gumawa	*PAGgawa*
dumating	*PAGdating*

Gerunds may designate the following: 1) an action *(PAGSAGOT ng telepono ang trabaho niya.)*; 2) the fact that an act is performed *(Ikinagulat ko ang PAG-ALIS niya.)*; 3) the way that an act is performed *(Masyadong mabilis ang PAGTUGTOG niya ng piyano.)*.

PSEUDOVERBS *(Pandiwang pantulong)* - A small class of adjectivals which have verb-like meanings, but which, unlike genuine verbs, are not inflected for aspect (for a definition of ASPECT, see Needs Teacher's Handbook).

The following sentences with the pseudoverb *gusto* illustrate the definition:

Perfective aspect:	*GUSTO niyang maglaro kahapon.*
Imperfective aspect:	*GUSTO niyang maglaro araw-araw.*
Contemplated aspect:	*GUSTO niyang maglaro bukas.*

The eight psuedoverbs in Pilipino are: *ayaw* (Lesson 21), *kailangan, dapat, gusto, ibig, maaari* (Lesson 29), *nais, puwede.*

RESERVATIONAL/PURPOSE PHRASES *(Pariralang pang-ukol)* - Adjectival phrases that consist of an introductory word *(para)* followed by a *sa*-phrase. Reservational phrases express "reserved or intended for" while purpose phrases express "used for the purpose of."

Reservational:	*PARA SA GURO ang pluma.*
	PARA SA KANIYA ang pagkain.
	PARA KAY MARIA ang papel.
Purpose:	*PARA SA PAGSULAT ang lapis.*
	PARA SA PAGSASAYAW ang sapatos.

ROOT WORD *(Salitang-ugat)* - A base to which affixes are added (see AFFIX).

Root	Root with Affix
basa	*BumASA*
aral	*ARALan*
luto	*tagaLUTO*

SENTENCE STRUCTURE *(Ayos ng pangungusap)* - The two general components of a basic sentence in Pilipino are: a predicate *(panaguri)* and a topic *(simuno)*. In basic sentences, these always appear in that order.

BASIC SENTENCE STRUCTURE *(Karaniwan o normal na ayos)*:

Predicate	+	Topic
Nahulog		*ang bata.*
Maganda		*si Helen.*
May asawa		*ang babae.*

In composing the reading charts in the lesson, this basic sentence structure is suggested because it follows natural, conversational speech. In Lesson 23, the inverted structure with *ay* is introduced. In the inverted structure, the topic precedes the predicate. The inversion-marking particle *ay* in most cases immediately follows the initial topic.

AY-INVERSION STRUCTURE *(Kabalikang ayos)*:

Topic	+	*ay*	+	Predicate
Ang bata		*ay*		*nahulog.*
Si Helen		*ay*		*maganda.*
Ang babae		*ay*		*may asawa.*

In writing and in formal speech, the *ay*-inversion structure is often preferred and prescribed. An *ay*-inversion sentence does not differ in meaning from a sentence without inversion; there is, however, a difference in style and level of usage.

UNIT 1
Behavior

YUNIT 1
Asal

Topic of story

Elena is a new girl in class. Feeling strange in her new environment, she does not speak and is very sad; later, however, as she makes friends with other children, she starts feeling comfortable. The selection is used to show how conditions or circumstances affect our feelings and behavior.

Skills to be developed

Word Study Skills

Phonic Analysis: Review consonant cluster *kl*

Other: Writing/spelling words by syllable

Comprehension Skills

Recalling details; locating information; making inferences; relating story to personal experiences; recognizing character traits; recognizing cause and effect

Vocabulary Skills

Language Development: Interrogative words; opposites; intensification of adjectives; sentences with the same meaning

Structural Analysis: Review *ma* prefix

Study Skills

Finding titles

Vocabulary

Review *klase, guro, hindi, alam, ngayon*

Introduce *babae, magandang umaga, nagsalita, umupo, malungkot, sa tabi, magugustuhan, tama, masaya, bakit*

Materials

AABC: 1. Student Worksheets (in Student Workbook):

"Using the New Words L21" (p. 1)

"Determining Feelings" (p. 2)

"Spelling 11" (p. 3)

"Cluster Review" (p. 4)

"Finding the Title 5" (p. 5)

Other: index cards with vocabulary words
pictures showing different feelings/emotions

PREPARATION FOR READING

Reviewing cluster *kl*

Write this sentence on the board: *Nasa loob ng klase ang mga bata.* Have the sentence read and ask the children to locate and underline the word *klase.* Review the initial cluster in the word. Ask the children to recall other words that begin with that cluster: *klarinete, klinika, klabo,* etc.

Write some words on the board that start with kl and have them read.

Note: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary 1

Elicit the following words in a discussion: *babae, nagsalita, umupo, malungkot, sa tabi, magugustuhan, tama, masaya.* The reading chart may look like this:

May kapatid na babae si Mary.
Nagsalita ang guro sa klase.
Umupo ka sa tabi ni Helen.
Malungkot ang mga bata.
Magugustuhan natin ang sine.
Tama ang sagot niya.
Masaya ang mga tao.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Introducing Vocabulary 2

Explain to the children that some words ask questions. Discuss what information these question words ask for: *ano, saan, nasaan, paano, sino.* If necessary, write a question using each interrogative word and have the question read and answered.

Introduce the word *bakit* as an interrogative word and write a sentence on the board using it: *Bakit pumunta sa tindahan si Ben?* Stress that a question with bakit asks for a reason. Orally, have the children compose questions with *bakit* and have other children answer using *kasi.*

Introducing Vocabulary 3

Write the names *Janet* and *Elena* on the board and have them read. Write a sentence using the names: *Mga batang babae sina Elena at Janet.* Explain that *Elena* and *Janet* are new characters in the reader.

Ask the children how they greet other people in the morning, in English and in Pilipino. Write the Pilipino greeting *Magandang umaga* on the board and read it with the children. Under it, write this sentence and have it read: *"Magandang umaga," sabi ng guro sa mga bata.*

Reviewing Vocabulary

Student Workbook, page 1. "Using the New Words L21": Ask the children to identify the picture at the top right hand side. Have them read the question beside it and give the answer, then trace the two words underneath.

In the next section, on the left, they should look at each picture, read the sentence beside it, then indicate whether or not the sentence describes the picture by circling *oo* or *hindi*.

In the right hand section, ask them to look at and describe the picture of the two children walking to the river. Have the sentences below read. The children should indicate whether or not each sentence is right by circling *tama* or *hindi tama*.

To practice and reinforce vocabulary, play any of the games suggested on pages 80-81.

READING

Setting the Purpose

Ask the children to remember what it felt like to be a new child in school. If some are recent immigrants, talk about how it felt not knowing anyone in school. Tell them that the selection they are going to read is about Elena, a new girl in class.

Pass out the Interaction reader. Direct the children's attention to the title of the book: *Kaibigan, Kasama at Kapuwa*. Explain the meaning of the word *kapuwa* (fellow being). From the title, have the children guess what the selections in the reader will be about. Turn to the title page *(pamagat-dahon)* and review the function of a title.

Ask the children to find the Contents page and have the words *Mga Kuwento* read. Review the function of the Contents page as they examine it. Have them locate the title of the first selection *(Si Elena)* and the page number.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Page 1:

Basahin ang mga salitang sinabi ng guro sa klase tungkol kay Elena.

Ano ang sinabi ng mga bata kay Elena?

Pages 2-3:

Ano ang pakiramdam ni Elena? Bakit ganoon ang pakiramdam niya?

Kung kayo si Elena, ganoon din kaya ang pakiramdam ninyo?

Taga-saan kaya si Elena?

Bakit hindi siya nakipaglaro sa mga bata?

Basahin ang mga salitang nagsasabi kung ano ang pakiramdam niya.

Pages 4-5:

Ano ang sinabi ni Janet kay Elena?

Ano ang pakiramdam ni Janet noong bago siya sa paaralan?

Bumuti kaya ang pakiramdam ni Elena matapos siyang kausapin ni Janet?

Ano sa palagay ninyo ang gagawin ni Elena kung sakaling may bagong bata sa klase? Bakit?

Reading Follow-up

Write the sentences below on the board and have them read silently. Ask the questions in parentheses and have the children answer them by finding the reason (cause) in a sentence on the board. They should respond in a complete sentence using the word *kasi*.

Walang kaibigan si Elena sa klase. (BAKIT MALUNGKOT SI ELENA?)

Madilim sa labas. (BAKIT NATATAKOT SI JIMMY HABANG NAGLALAKAD SA LABAS?)

May bagong diyaket si Ben. (BAKIT MASAYA SI BEN?)

Marumi ang bahay. (BAKIT NAGALIT ANG NANAY?)

Write the following sentences on the board and ask the children to read them:

Malungot na malungkot si Elena.
May mga kaibigan na si Elena.
"Magandang umaga," sabi ng mga bata kay Elena.

Inform the children that you are going to say a sentence that means the same or almost the same as one of the sentence on the board. Say this sentence: *Hindi masaya si Elena.* Have the children find the sentence that means the same and read it aloud. Discuss why the first sentence on the board is the one that is most like it. Continue with these:

Binati ng mga bata si Elena.

Kalaro ni Elena sina Janet at Mary.

Student Workbook, page 2. "Determining Feelings": Ask the children to read the sentences in each row. Discuss each condition or situation and have the children determine what the character is feeling. They are to draw in the facial expression on the blank face to show how the character feels.

BUILDING SKILLS

Reviewing *ma* prefix

Write these words on the board: *malaki, malamig, maulan.* Ask the children to read each word, calling on a child to underline the *ma-* prefix. Have them restate the generalization that when *ma* is added to root words, it sometimes turns them into words that describe (or tell about) people, things, conditions, etc.

List all the *ma* adjectives that the children have learned. Use the words in sentences: *malaki, maliit, marami, mabilis, madilim, mahaba, mainit, maingay, malayo, marumi, maulan, masaya, malungkot.*

Opposites

Write these columns of words on the board:

A	B
mainit	*malungkot*
masaya	*malaki*
gabi	*malamig*
maliit	*araw*
oo	*hindi*

For each word in column A, ask the children to find a word in column B that has an opposite meaning and to draw a line connecting them. For example, they can draw a line from *mainit* to *malamig*.

Intensification of Adjectives

Write these sentences on the board:

Masaya si Elena.
Masayang-masaya si Elena.

Ask the children if the two sentences mean the same. They should note that in the second sentence, Elena is VERY happy. This is expressed by repeating the word *masaya*. Orally, present sentences to the children that contain adjectives and have them transform the sentences by intensifying the adjectives.

Write the following words and phrases on the board from which the children can make generalizations about the use of the linkers *na* and *-ng*.

maganda	*malungkot*
magandang-maganda	*malungkot na malungkot*
marumi	*maruming-marumi*
mabilis	*mabilis na mabilis*

After the children read the examples silently, ask them for observations. Lead them to note the presence of the linker *na/-ng* in the repeated words. Allow them to generalize (or if they are unable to do this, call their attention to it) that when the word to be repeated ends in a vowel sound/letter, we use *-ng;* in writing, we attach this to the first word and use a hyphen (gitling) to connect the two words. When the word to be repeated ends in a consonant sound/letter, we use *na;* in writing, this is written as a separate word.

(NOTE: For teacher information on adjectives, please refer to the Glossary of Linguistic Terms.)

Spelling

Recall with the children that a syllable can have one vowel, or be a consonant-vowel or consonant-vowel-consonant combination. Write these examples on the board: *araw, anim, ibon, ulap.* Let the children say the words and identify the vowel sounds in the first syllable of each word.

Call on different children to come to the board and write some words that have a simple vowel sound in the first syllable: *ano, aba, ewan, eto, ilog, iba, ulap, ubas, utang, oso.*

Student Workbook, page 3. "Spelling II": Direct the children to say the names of the pictures and to write the missing initial vowels. The first word serves as an example. Teach and/or define words that may not be familiar.

KEY: *ahas, ibon, ulap, oso*
anim, ubas, ilan, apoy

ADDITIONAL ACTIVITIES

Recalling details

Duplicate this exercise. Ask the children to read the story silently. Have them read each phrase in column A and find an ending that completes it in column B, as shown in the key below.

Pumunta si Kim at si Rosa sa liwasan. May dala silang pagkain. Nakita nila sina Hiro at Anne. Naglaro at kumain sila. Nakita nila ang isda sa tubig. Nagtago ang isda sa likod ng mga halaman.

Key:

Pumunta sina Kim at Rosa sa	*halaman*
May dala silang	*liwasan*
Nasa liwasan din sina	*isda*
Naglaro at kumain sina	*Kim at Rosa*
Nasa tubig ang	*pagkain*
Nagtago ang isda sa likod ng	*Anne at Hiro*

Study Skills Practice

Student Workbook, page 4. "Cluster Review": Have the children say the word for each picture and put an X on the cluster that the word starts with.

KEY: *KLarinete, BRaso, BLusa, PLato*
TRono, KRus, PRutas, BRuha

Student Workbook, page 5. "Finding the Title 5": Ask the children to read the titles at the bottom and to write them under the appropriate pictures.

ENRICHMENT

Oral Language

Show an assortment of pictures of people expressing different feelings. Ask the children to describe the facial or bodily expressions. Have them identify the feelings of the people in the pictures and classify the pictures into groups of emotions. They may talk about the conditions or circumstances that may have brought about these feelings.

Have them compose stories orally by expressing a feeling that they have felt and when they felt it. Example: *Masaya ako kung/kapag nagluluto ng masarap na pagkain ang tatay ko.*

Art

Have the children illustrate the story that they composed in the oral language activity above.

Topic of story

Using animals as characters, the selection explores the concept that one's behavior affects or influences others people's behavior. The children are encouraged to discuss how they would react to a situation similar to the one in the selection.

Skills to be developed

Word Study Skills

Other: Writing/spelling words by syllable; reading sight words

Comprehension Skills

Recalling details; locating information; making inferences; recognizing cause and effect; anticipating outcomes; drawing conclusions

Vocabulary Skills

Language Development: Words that tell where; synonyms; using *huwag;* multiple meanings in sentences

Study Skills

Classifying words according to meaning and function; dictating a short story; finding titles

Vocabulary

Review *naglakad, masaya, manok, kabayo, magandang umaga, wala, papunta, kung, kaibigan, hayop*

Introduce *bukid, kambing, galit, bumati, huwag, sinabi*

Materials

AABC: 1. Student Worksheets (in Student Workbook):

"Using the New Words L22" (p. 6)

"Outcome" (p. 7)

"Spelling 12" (p. 8)

"Finding the Title 6" (p. 9)

"Composition I" (p. 10)

Other: index cards with vocabulary words

PREPARATION FOR READING

NOTE: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary. vocabulary.

Introducing Vocabulary

Elicit the following words in a discussion: *bukid, kambing, galit, bumati, huwag, sinabi.* The reading chart may look like this:

Malaki ang bukid.

Kumain ng damo ang kambing.

Galit si Mr. Jones.

Bumati ang mga bata sa guro.

Huwag kayong maingay.

Ano ang sinabi ni Jose?

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in sentences by framing them.

Reviewing Vocabulary

Student Workbook, page 6. "Using the New Words L22": Ask the children to identify the picture at the top left hand side. Have them read the sentence beside it and trace the words *kambing* and *bukid*.

In the middle section of the worksheet, ask them to read the sentences. As they read each one aloud, have them locate and underline the words *galit, huwag* and *bumati*. Then, they should match each sentence with the appropriate picture.

In the bottom section, ask them to examine the picture and to tell what might have happened. Have them read the question, underline the word *sinabi*, and suggest what Mother might be saying to the boy.

To practice and reinforce vocabulary play any of the games suggested on pages 80-81.

READING

Setting the Purpose

Ask the children to recall moments when they felt happy, sad, or upset and how people around them reacted to their behavior. Mention that often, our behavior can affect other people's behavior.

Tell the children that they are going to read a selection about animals. Ask them to find the title *Ang Bakang Masaya at ang Bakang Galit* and the page number on the Contents page. Ask how many cows they think the story will be about and how the cows are going to be different.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Pages 6-7:

Basahin ang pangungusap na nagsasabi kung saan papunta ang baka.

Sino ang binati niya ng MAGANDANG UMAGA?

Ano ang sinabi ng mga hayop?

Ano ang pakiramdam nila? Bakit?

Pages 8-9:

Sino ang bakang ito? Paano ninyo nalaman?

Basahin ang pangungusap na nagsasabi kung ano ang pakiramdam niya.

Ano ang hindi niya ginawa? Basahin ang pangungusap na nagsasabi noon.

Bakit kaya siya galit?

Ano ang pakiramdam ng ibang mga hayop tungkol sa baka? Bakit?

Page 10:

Talaga bang dalawa ang baka sa kuwentong ito? Basahin ang pangungusap na nagsasabi sa atin.

Maaari ba itong mangyari sa mga tao? Ano ang sinasabi ng kuwentong ito tungkol sa mga tao?

Ano ang magiging pakiramdam ninyo tungkol sa isang kaibigang masaya/galit o hindi masaya?

Reading Follow-up

Extend the concept that one's behavior can affect or influence other people's behavior by telling the children that you are going to name some things that we do. Ask them to tell you whether other people will react favorably or unfavorably to each behavior and why.

Ipinapahiram o ipinapagamit natin ang ating mga laruan sa iba.

Nakikipag-away tayo.

Sumisigaw tayo sa klase.

Nakikinig tayo kung may ibang taong nagsasalita.

Tinutulungan natin ang iba.

Tinutukso natin ang iba.

Write this sentence on the board and have it read: *Nagpasyal at lumangoy ang kambing.* Say: *Sinasabi sa atin ng pangungusap na ito na dalawang bagay ang ginawa ng kambing. Anu-ano ang mga ito?* Show that each could be written in a separate sentence by writing:

Nagpasyal ang kambing.
Lumangoy ang kambing.

Following the same procedure, take up this sentence: *Bumati ang manok at kabayo sa kambing.*

Student Workbook, page 7. "Outcome": In each row, direct the children to look at the picture on the left and to read the senences beside it. Discuss what the outcome of such behavior might be in terms of other people's reactions. Given two possible outcomes, have the children choose the logical one by putting a circle around the correct picture.

BUILDING SKILLS

Negative imperative sentences

Write these sentences on the board:

Mag-aral ka.
Magpasyal tayo.
Pumunta tayo sa simbahan.
Bumasa ka.
Magluto ka ng kanin.

Use the first sentence as an example. Have a child read it aloud. Then say: *Kung ayokong mag-aral ka, ano ang sasabihin ko sa iyo?* Help the child express the sentence: *Huwag kang mag-aral.* Transform the other sentences following the same procedure. Point out that the word *huwag* negates sentences that tell us to do something.

Show the children the change that occurs when an imperative sentence is negated by asking them to note the difference between the two sentences below. They should point out that in the second, the pronoun *ka* follows *huwag* and the linker *-ng* is attached to it.

Mag-aral ka.
Huwag kang mag-aral.

Words that tell where

Write these sentences on the board:

Nagpunta ang baka sa bukid.
Lumangoy ang bata sa ilog.
Nagtago ang kambing sa likod ng kabayo.
Nakita nila si Anne sa Chinatown.

Have the children read all the sentences silently. Ask each of the questions below and have the children respond by reading just the phrase that answers the questions. Have a child underline each phrase as the group responds.

Saan nagpunta ang baka?
Saan lumangoy ang mga bata?
Saan nagtago ang kambing?
Saan nila nakita si Anne?

Ask what word was used in each question *(saan?)* and what kind of information it is asking for. Lead the children to generalize that certain words or groups of words in a sentence sometimes tell us where things/people are located.

Synonyms

Ask the children what words could be used instead of *masaya* to describe the cow's feeling at the beginning of the selection. Elicit, suggest, or teach these words: *natutuwa, nalulugod, nagagalak, maligaya, naliligayahan.* Use them in sentences.

Elicit or teach the synonyms for *galit* and use them in sentences, *nayayamot, mainit ang ulo.*

Reading sight words

Make a list of sight words that the children ought to be able to read without sounding out or reading by syllable. Consult the vocabulary lists of the previous lessons. Below is a sample list. If desired, prepare several lists for different groups of people.

ano, bata, dito, doon, gabi, din, isa, pa, pito, sine, tren, trak, una, wala, oo, sabi, sila, tayo

Play a game. Set several chairs in a row, one for each child. Assign an "engineer" to sit in the first chair. Hand him/her the list and ask him/her to read the first word. S/he then passes the list to the child behind him/her who reads the next word. Proceed in this fashion until the last child reads a word. If there are more words on the list, it may be given back to the "engineer" and passed down a second time. If there are enough children, have a contest between two "trains."

Spelling

Review some words that have initial vowel syllables by asking children to write them on the board. Point out the initial vowel.

Student Workbook, page 8. "Spelling 12": Direct the children to say the names of the pictures in the first column and to write the missing initial vowels. The first word serves as an example. In the second column, call their attention to the vowel sound in the last syllable. Again, direct them to say the names of the pictures and to write the missing vowels. Teach/define the words that may not be familiar.

Key: *ulan, araw, ilog, oras*
noo, paa, tao, bao (coconut shell used in dances or for molding rice cakes or brown sugar)

ADDITIONAL ACTIVITIES

Classifying Words

Have the children classify words by meaning and function. Write this incomplete sentence on the board: *Isang araw,* _____ *ang panahon sa labas.* Write these words under the sentence: *mainit, malamig, manok, mahaba.* Ask the children to read the sentence and all the words silently, then to choose all the words that could complete the sentence. They should understand that all the words except *mahaba* and *manok* can describe the weather.

Continue with other sentences like *Nakita ko ang* _____. Display the words *diyaket, kotse, malayo, upang, prutas, nakatira.* The children should understand that all the words can fill the blank except *malayo, upang,* and *nakatira.*

Study Skills Practice

Student Workbook, page 9. "Finding the Title 6": Ask the children to read the titles at the bottom and to write them under the appropriate pictures.

Student Workbook, page 10. "Composition I": Ask the children to study the picture and to describe the event. Have them dictate a brief story about the picture or give the picture a title. Write the dictated compositon below the picture for each child, or let the child write his/her own composition if s/he can do this independently.

ENRICHMENT

Oral Language

Provide the situations below for the children to dramatize and role play. Let them suggest appropriate dialog for each dramatization. Discuss the feelings and emotions involved in each situation to help the children in the role playing.

An old lady is carrying a lot of packages and she's crossing the street. A boy offers to help her.

A child is being teased by others. Other children try to help him/her.

A child broke Mother's favorite cup and saucer. Mother is upset.

While walking home one dark evening, a child gets scared of the noises in the neighborhood. S/he is trembling when s/he gets home.

Art

Have the children make something that will make another person glad or happy. For example: a card for Mother, a picture of a friend, a paper cutout for a relative, etc.

Topic of story

This selection presents a problem and offers three alternatives to solve it. The children are required to make a decision for the three characters by discussing each alternative. The entire lesson explores the concept that decision-making is influenced by one's interests, abilities, and priorities.

Skills to be developed

Word Study Skills

Phonic Analysis: Review diphthong *aw*

Other: Writing/spelling words by syllable

Comprehension skills

Recalling details; locating information; making judgements; relating story to personal experiences; making inferences; using context clues; finding irrelevant sentences

Vocabulary Skills

Language Development: Using *ayaw; ay* inversion

Structural Analysis: Introduce *taga* prefix to describe a person's job

Vocabulary

Review *namin, kapatid, hindi, kung*

Introduce *gagawin, ayaw, manood, kaya, TV, cowboy, cartoon*

Materials

AABC: 1. Student Worksheets (in Student Workbook):

"Using the New Words L23" (p. 11)

"Making Decisions" (p. 12)

"*taga* Vocabulary" (p. 13)

"*ay* Inversion" (p. 14)

"Spelling 13" (p. 15)

"Eating Out" (p. 16)

Other: index cards with vocabulary words

picture of chef or baker

PREPARATION FOR READING

Reviewing diphthong *aw*

Write these words in a column on the board: *araw, hikaw, sitaw, ilaw.* Say: *Hinahanap ko ang tunog na AW sa mga salitang ito. Mahahanap ba ninyo ito para sa akin?*

Call on different children to come to the board, point to the *aw* diphthong (*diptonggo*), and underline the letters *a* and *w*.

NOTE: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary 1

Elicit the following words in a discussion: *gagawin, ayaw, manood, kaya.* The reading chart may look like this:

Ano ang gagawin ng mga bata?

Ayaw niyang maglaro sa labas.

Manood tayo ng sine.

Ano kaya ang mangyayari ngayong gabi?

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Reinforce the meaning of the enclitic particle *kaya* as a word eliciting speculation in questions by using it in sentences like these:

Maganda kaya ang panahon sa labas?
Sino kaya ang pinakatahimik na bata sa klase?
Ano kaya ang pagkain sa cafeteria?

Introducing Vocabulary 2

Write the names *Elmer, Nora,* and *Carlos* on the board and read them with the children. Tell them that these are names of characters in the next selection. Write a brief sentence about each one on the board:

Kapatid ni Elmer sina Nora at Carlos.

Maliit na bata si Carlos.

Batang babae si Nora.

In a discussion about television and television shows, elicit the words *cartoon, cowboy,* and *TV.* Write these three English words on the board. They appear in the reader in their original English spelling because they are more familiar in English to the children. Read the word with the children and mention that they will be used in the next selection.

Reviewing Vocabulary

Student Workbook, page 11. "Using the New Words L23": Ask the children to look at the top left hand picture. Identify the children as Elmer, Nora, and Carlos. Have them read the sentence beside the picture and trace the word *manood.*

In the second box below on the left, have the open-ended sentence read and the word *gagawin*

underlined. The children should look at each picture, read the name beside it, describe what each character is doing, and predict what s/he'll do next. They can draw a line from the pictures on the left to pictures suggesting possible outcomes on the right. In the small box on the right, ask the children to look at the picture and to read the sentence below it. They should underline the word that will best complete the sentence. Have the word *ayaw* underlined.

To practice and reinforce vocabulary play any of the games suggested on pages 80-81.

READING

Setting the Purpose

Talk to the children about making decisions *(pasiya/disisyon)* to stimulate interest in the next selection. Teach or define the words *pasiya* or *disisyon* through examples or situations that the children can recognize. Explain that making decisions usually involves choosing among alternatives *(mapagpipilian)*. Discuss the possible alternatives of each situation below.

Maganda ang panahon ngayon. Lumabas tayo. Ano ang gagawin natin?

Nabasag ko ang baso ni Mary nang di-sinasadya. Ano ang gagawin ko?

Gusto ng kapatid kong kumain ng pagkaing Intsik. Gusto ko namang kumain ng pagkaing Pilipino. Saan kami kakain?

In discussing these and similar situations, name the following steps one should keep in mind when making decisions:

Pag-isipan ang lahat ng mapagpipilian.

Pag-isipan ang kabutihan at kasamaan ng bawat mapagpipilian.

Pag-isipan ang kaya ninyong gawin at mga bagay na gusto ninyong gawin.

Piliin kung alin sa palagay ninyo ang pinakamahalaga.

Announce that in the next selection, the three children (Elmer, Carlos and Nora) will be faced with a predicament. Have the story title *Ano ang Gagawin Namin?* and the page number located on the Contents page.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Pages 11-12:

Ano ang gustong gawin ng mga bata? Basahin ang pangungusap na nagsasabi nito.

Ano ang gustong panoorin ni Elmer/ni Nora/ni Carlos?

Kung may ganitong problema kayo sa bahay, ano ang gagawin ninyo?

Page 13:

Narito ang isang paraan na maaari nilang gawin. Ano ito?

Ano ang palagay ninyo tungkol sa paraang ito?

(Discuss the advantages, disadvantages, fairness, etc. of this alternative. What would the children do if they had to take a vote in their homes to arrive at a decision?)

Page 14:

Narito pa ang isang bagay na maaari nilang gawin. Ano ito?

Ano ang palagay ninyo tungkol sa paraang ito?

(Discuss the merits and demerits of this alternative. Is it justifiable, fair, sensible?)

Page 15:

Ano pa ang maaari nilang gawin kung hindi sila makapagpasiya kung ano ang papanoorin sa TV?

Ano ang palagay ninyo tungkol dito?

(Discuss merits and demerits. How important is watching TV? Would they have as much fun playing outside?)

Reading Follow-up

Reflect on the three alternatives shown in the selection. Ask the children to use their own judgement in making a decision, keeping in mind the steps described earlier. Since not any one decision is "right," accept all possible choices. Ask them what they would do if this happened at home. Emphasize the setting of priorities when making decisions.

Write the sentences below on the board and say: *Kung aalisin natin ang isang pangungusap, ang mga ibang pangungusap ay makakabuo ng isang kuwento. Hanapin ang pangungusap na hindi dapat kasali dito.* Erase the irrelevant sentence after the children locate it. Have the other sentences read and ask for a good title for the story.

Gustong manood ng sine ni Elmer.
Gustong sumama ni Carlos.
Mahaba ang tren.
Pumunta sina Elmer at Carlos sa sine.
Malaking gusali ang sine.

Student Workbook, page 12. "Making Decision,": Ask the children to read aloud the sentence at the top left and to examine the big picture below it. Then ask them to silently read the story below the big picture. Tell them to help the girl make a decision by reading the phrases describing each alternative. As they work on their own, remind them to consider each alternative carefully. Have each child draw a line from the big picture to the best alternative and share the final decision with the others. Ask them to explain how they arrived at this decision. You may want to encourage them to use the process of elimination by first narrowing the choices down to three, then two, then one final decision.

BUILDING SKILLS

Introducing *taga* prefix

Write the words below as shown. Ask the children to identify which of the two is a root word

(salitang-ugat), and which word has something added to it. Call on a child to draw a circle around *mag*. Ask what the word *magluto* means.

luto
magluto

Write *tagaluto* under *magluto*. Read the word for the children and have them identify what has been added to the root. Use it in a sentence *(Ang nanay ang tagaluto ng pagkain)* and have the sentence read. Ask if the word *tagaluto* means the same as *magluto*. Say: *Ang taong nagluluto para sa atin, ang tawag natin sa kaniya ay...*

Show the picture of a chef or a baker and desribe what s/he does by using the affix *taga (Tagaluto ng tinapay ang lalaki)*. Show a picture of a school custodian and describe his/her duties *(Tagalinis ng paaralan ang lakaking ito)*. Write these sentences on the board, using the names of the school custodian and cafeteria cook if the children know them. Underline the words *tagaluto* and *tagalinis*. Help the children form a generalization that *taga*, used in this manner, describes a person's job or profession.

Write the sentences below on the board. Ask different children to underline the words that begin with *taga*. Through analysis of the sentences' meaning the children should note that *taga* gives two meanings to root words: to describe where a person is from, and to describe a person's job or profession.

Tagalinis si Mr. Jones.
Taga-Pilipinas si Elmer.
Taga-Hapon si Hiro.
Tagaluto si Mrs. Smith.

Student Workbook, page 13. "taga Vocabulary": Ask/help the children to read the phrases on the left and to trace the prefix taga. Have the children match each with the corresponing picture by drawing a line.

Key:

tagaluto/kusinero; tagakuha ng larawan/potograpo;

tagasagot ng telepono/operator; tagapinta/pintor

Using *ayaw*

Print the word *Ayaw* (capitalize the first letter) on an index card and print sentences similar to these on sentence strips:

Gustong maglaro ni Mary.

Gustong lumangoy ni Alex.

Gustong magpasyal ni Ana.

Gustong mag-aral ng mga bata.

Gustong pumunta ng tatay sa sine.

Ask a child to read the first sentence aloud. Hold up the word *ayaw* and say: *Mababago natin ang ibig sabihin ng pangungusap na ito kung gagamitin natin ang salitang AYAW. Saan natin ilalagay ang salitang ito sa pangungusap?*

Put the *ayaw* word card over the word *gustong* and have the sentence read. Point out that *ayaw maglaro* and *gustong maglaro* have opposite meanings. Proceed with the other sentences following the same procedure. *(NOTE: for teacher information on the pseudoverbs GUSTO and AYAW, please refer to the Glossary of Linguistic Terms.)*

ay inversion

Write this sentence on the board and have it read aloud. *Nag-aral si John.* Say: *Maisusulat ko ang pangungusap na ito sa ibang paraan. Masdang mabuti.* Write this under the first sentence: *Si John ay nag-aral.* Help the chidren read the second sentence.

Ask the children to note the difference between the two sentences. (Structurally, the elements of the second sentence are an inversion of the first one; the marker *ay* is used in the second one. N*NOTE: for teacher information on basic sentence and inversion structures, refer to the Glossary of Linguistic Terms.)* Have the children note if there is any difference in meaning. Explain that in books and stories, we often find sentences like the second one. Emphasize, however, that in everyday speech or conversation, it is very seldom heard, if at all.

Ask the children to read and transform the following sentences using *ay* inversion:

Lumakad si Ben.
Nagpasyal sina Nora at Elmer.
Malaki ang bahay.
Malayo ang paaralan.
Babae si Miss Gomez.

(NOTE: It is advisable not to burden the children with terms like SIMUNO and PANAGURI at this point. It is more important for them to note that the two elements of a basic sentence can be arranged in two ways.

Student Workbook, page 14. "*ay* Inversion": In each set of sentences, the children should write the missing elements in the ay-inverted sentence.

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Spelling

Recall that a syllable can have a vowel, a consonant and a vowel, or a consonant, a vowel, and a consonant. Write examples of these on the board. Use the clapping method suggested in the Identity units if you wish to distinguish syllables.

Inform the children that a syllable can also have a vowel and a consonant combination, although not too many words contain it. Say the word *uod*, and write it on the board. Syllabicate by drawing lines to separate syllables. Call attention to the second syllable (VC combination). Say that in the worksheet, they will see more words containing this syllable structure.

Student Workbook, page 15. "Spelling 13": Direct the children to identify the pictures and to write the missing sounds. The first word *(uod)* serves as an example. Some of these words are probably unfamiliar to the children and are heard infrequently; teach the meaning of the words before the children write the missing sounds. It is not important for them to master the meaning of these words; what is important is that they hear and recognize the syllable structure VC in the words. Syllable stress is indicated.

Key: *uod, loob* (describe the location of the ball), taob (describe what is happening to the bowl: *tumataob), laot* (middle of the sea)

look (bay or gulf), *luak* (animal's trail), *pait* (a tool used by carpenters), *pain* (bait)

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ADDITIONAL ACTIVITIES

Using context clues

Write these sentences on the board one by one:

Ayaw _____ *ng TV ni Elmer.*
kumain manood

Kumain kami ng _____.
kahit kanin

Kung walang _____, *walang halaman.*
tubig tinapay

Kailangan natin ng pagkain upang _____.
lumangoy lumusog

Gusto niyang sumakay sa _____.
kotse kapote

Read the first sentence with the children. Say: *Aling salita ang dapat nating ilagay sa patlang?* Read the sentence using the first word and ask: *Tama bang pakinggan ang pangungusap?* Read the sentence using the second word. Ask if the sentence sounds right this time. Continue with the other sentences.

ENRICHMENT

Oral Language

Student Workbook, page 16. "Eating Out": Ask the children to look at the picture at the top of the worksheet and tell them that this family has to decide what kind of food to eat in a restaurant for dinner. The four choices are Asian food, Mexican food, "fast" food, and pizza. Discuss each alternative with the children. In making a decision, encourage them to select three choices first, narrow them to two, and then the final decision. Have each child circle his/her final decision and share it with the group. Ask the children to explain how they arrived at these decisions.

Class project

Plan a project that would entail decision making. Some suggestions are: Cook a dish in the classroom (what kind, what ingredients, who's going to help, who's bringing the ingredients, etc.)

Make a mural (of what, using what materials, how is the word going to be divided, etc.)

In making decisions, encourage the children to follow the steps or guidelines discussed earlier in the lesson.

UNIT 2
Cooperation

YUNIT 2
Pakikipagtulungan

Topic of story

Annie Takata, a Japanese American gardener, is the subject of this selection. The brief article tells about her work and the things that she does on the job. The article is used as a springboard for a discussion on roles and responsibilities, and how people depend on and benefit from each other in carrying out these responsibilities.

Skills to be developed

Word Study Skills

Other: Writing/spelling words by syllable

Comprehension Skills

Recalling details; locating information; deriving information from picture clues; making inferences; drawing conclusions

Vocabulary Skills

Language Development: *Ay* inversion; opposites (negators); words with more than one meaning; gender-marked nouns

Structural Analysis: Review *ma* prefix; *taga* prefix to describe a person's job

Introduce *pang* prefix to form reservational/instrumental adjectives

Study Skills

Classifying words

Vocabulary

Review *halaman, kailangan, makina, marami*

Introduce *hardinera, taga-alaga, gawain, mahirap, maaga, gumising, magsimula, pang-damo, mabigat, uod, lason, mawala*

Materials

AABC: 1. Song, "Mamang Kartero" (pp. 96-97)

2. Student Worksheets (in Student Workbook):

"*ay* Inversion II" (p. 17)

"Using the New Words L24" (p. 18)

"Understanding Sentences" (p. 19)

"*pang* Vocabulary" (p. 20)

Other: index cards with vocabulary words

pictures of community helpers

pictures of different articles of clothing and objects that have a definite use (scissors, knife, etc.)

PREPARATION FOR READING

Reviewing *taga* prefix

Write the words below on the board as shown. Discuss the root *linis*, the affix *taga* added to the root word, the meaning that the affix gives to the root (one who cleans), and what *taga* used in this manner denotes (describing a person's work or job).

linis
tagalinis

Write these two columns of words on the board and ask the children to match the words with their roots by drawing a line. Have them also underline or circle the root words in the second column.

sulat	*tagaluto*
kuha	*tagasulat*
luto	*tagalinis*
linis	*tagakuha*

Reviewing *ay* inversion

Write these sentences on the board and ask the children to point out the difference between the two:

Lumagpak ang plato.
Ang plato ay lumagpak.

Restate the fact that they both mean the same and that the second construction is most often found only in written Pilipino.

Ask the children to read and transform the following sentences using *ay* inversion:

Naglinis si Nora.

Malungkot si Elena.

Umupo ang tatay.

Galit ang baka.

Walang pagkain ang kambing.

Student Workbook, page 17. "*ay* Inversion II": In each set of sentences, the children should write the missing elements in the *ay*-inverted sentence.

NOTE: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary 1

Elicit the following words in a discussion: *hardinera, tagaalaga, gawain, gumising, magsimula, pang-damo', uod, lason, mawala.* The reading chart may look like this:

Ang hardinera ay tagaalaga ng mga halaman.

Marami akong gawain sa paaralan.

Gumising at maghanda tayo.

Magsimula tayong mag-aral.

Ang lawnmower ay makinang pang-damo."

Huwag uminom ng lason.

May uod sa halaman.

Itago ang lapis upang huwag itong mawala.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them. Call attention to the affix *taga* in the word *tagaalaga*.

**NOTE: The word PANG-DAMO appears in the lesson in hyphenated form. Because of assimilation (SEE ASSIMILATION in Glossary of Linguistic Terms), The prefix PANG changes to its variant forms PAN or PAM depending on the initial sound of the root it is attached to. This assimilatory change is reflected in writing. hence, PANG-DAMO is acutally said and written as PANDAMO. In this lesson, however, so as not to confuse the children with three different forms, the prefix PANG is simply attached to the root with a hyphen. The variant forms may be introduced at a later time.*

Introducing Vocabulary 2

Write the sentences below on the board; have the children read them and explain the meaning of these adjectives: *mahirap, maaga, mabigat.*

Mahirap ang gawain sa bahay.
Maaga ang pasok natin sa paaralan.
Mabigat ang mesa.

Write these words in a column and call attention to the prefix *ma*. Call on different children to underline the prefix in each word. Lead the children to restate the generalization that sometimes, adding *ma* to a root word turns the latter into a word describing (or telling about) people, things, conditions, etc.

Reviewing Vocabulary

Student Worksheet, page 18. "Using the New Words L24": Ask the children to look at the top left hand picture, then to read the sentence beside it. Have them locate and underline the word *hardinera* and have it traced below. Follow the same procedure for the next two sentences.

In the section below, ask the children to look at each picture, read the sentence beside it, and underline a word that best completes the sentence.

To practice and reinforce vocabulary play any of the games suggested on pages 80-81.

READING

Setting the Purpose

Tell the children that in the next selection, they will be reading about a lady gardener whose name is *Annie Takata*. Write the name on the board and read it with the children. Ask them to describe what Annie's job might be like, what she does on the job, etc.

Have the story title *(Ang Hardinera)* and the page number located on the Contents page. When they turn to the page number indicated, allow the children to look at the photographs. Ask these questions:

Tungkol kanino ang kuwentong ito--tungkol sa isang tunay na tao, o isang kunwa-kunwariang tao?

Paano ninyo nalaman?

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Pages 16-17:

Ano ang trabaho ni Annie? Bakit mahirap ang trabaho niya? Paano ninyo nalaman?

Bakit kailangang magsimula nang maaga ni Annie? Ano ang mangyayari kung tanghali na siyang magsimula?

Ano ang tawag sa makinang pandamo? (LAWNMOWER) May ganitong makina ba ang mga pamilya ninyo?

Pages 18-19:

Anong klaseng lason ang ginagamit ni Annie? Ano ang papatayin nito?

Bakit kailangang patayin at alisin ni Annie ang lahat ng mga uod at kulisap?

Ano ang ginagawa ng mga uod sa mga halaman?

Paano inilalagay ni Annie ang lason sa mga halaman?

Magaling na hardinera kaya si Annie? Bakit iyon ang palagay ninyo?

Reading Follow-up

Relate Annie's job to people's roles and responsibilities. Tell the children that as a gardener, Annie helps people with her skills and abilities. People depend on her; she has a responsibility *(pananagutan)*. Define responsibility as a job that has to be done. Ask these questions:

Ano ang pananagutan ng isang hardinero?

Ano ang mga pananagutan ninyo sa bahay/sa paaralan?

Mahalaga ba ang mga pananagutan ninyo?

Paano nakakatulong sa ibang tao ang mga pananagutan ng tao?

Mention in this discussion that people in the community have different responsibilities: letter carrier, doctor, dentist, firefighter, etc. If desired, teach the vocabulary for community helpers at this point (see For Teacher Information).

Ask the children to find a group of words in the story that answers each question below:

Sa pahina 16, aling mga salita ang nagsasabi na hindi madali ang gawain ni Annie? (MAHIRAP ANG GAWAING ITO)

Sa pahina 17,aling mga salita ang nagsasabi tungkol sa lawnmower? (MAKINANG PANG-DAMO; MALAKI AT MABIGAT)

Sa pahina 18, aling mga salita ang nagsasabi kung ano ang kailangan ni Annie para mapatay ang mga uod? (KAILANGAN NG LASON)

Sa pahina 19, aling mga salita ang nagsasabi na maligaya si Annie sa gawain niya? (GUSTO NI ANNIE ANG GAWAIN NIYA)

Student Workbook, page 19. "Understanding Sentences:" Have the children look at the pictures and the sentences below. Have them cut the pictures and the sentence strips. They should match each sentence with a picture, then arrange them in a logical sequence. The pictures and sentence strips can then be mounted on tagboard or another sheet of paper. The following sequence may be arrived at (the third and fourth are interchangeable):

Mahirap ang gawain ng hardinera.

Kailangan niyang gumising nang maagang-maaga.

Kailangan niya ng mga makinang mabigat.

Kailangan niyang tingnan ang mga halaman.*

*Teach the word *tingnan* or let the children decode it on their own.

BUILDING SKILLS

Gender-marked nouns

NOTE: *There is a small group of nouns in Pilipino called gender-marked nouns. These were borrowed from Spanish and indicate gender by the final vowel. See Glossary of Linguistic Terms for an explanation.*

Write the word *hardinera* on the board and below it, this sentence: *Si Annie Takata ay isang hardinera.* Have both the word and the sentence read.

Say: *Tagaalaga rin ng halaman ang asawa ni Annie noong buhay pa siya. Maaari ko bang sabihin ito: "Si Mr. Takata ay isang hardinera"?* Depending on the children's mastery of the language, they may point out that *hardinera* refers to a woman gardeher and that for a male gardener, *hardinero* should be used. If they cannot come up with this distinction, teach it.

Inform them that some words in Pilipino distinguish between genders, the difference indicated by the final vowel o for males, and a for females. Most of these nouns represent occupations, nationalities, or relationships. Point out these examples orally and use them in sentences:

kusinero/kusinera	cook
maestro/maestra	teacher
sekretaryo/sekretarya	secretary
tindero/tindera	salesperson
Amerikano/Amerikana	American
Pilipino/Pilipina	Filipino
tiyo/tiya	uncle/aunt
biyudo/biyuda	widower/widow

Introducing *pang* prefix

NOTE: *The prefix PANG forms reservational or instrumental adjectives. Because of assimilation, two variant forms also occur: these variant forms are not taught in this activity. To avoid confusion, only the PANG form is taken up. For an explanation of these assimilitory changes, see ASSIMILATION, in the Glossary of Linguistic Terms.*

Write the words and the sentence below on the board as shown and have them read. Discuss the meaning of the sentence: literally, "A watch is for (use on) the hand."

kamay
pangkamay
Pangkamay ang relo.

Have the root word and the prefix pang identified and underlined. Ask: *Ano ang iba pang bagay na pangkamay?* (SINGSING, PULSERAS) Use the examples that the children give, orally in sentences, such as:

Pangkamay ang guwantes.
Pangkamay ang pulseras.

Show a picture of: a) different articles of clothing, and b) different objects that have a definite use. Have the children describe them orally in terms of their use. Examples:

swimsuit	*Pang-langoy (o pang-swimming) ito.*
suit	*Pang-simba (o pang-opisina) ito.*
pen/pencil	*Pang-sulat ito.*
comb	*Pang-suklay ito.*

After several examples are used in sentences, ask: *Kailan natin idinadagdag sa salitang-ugat ang PANG? Ano ang ibig sabihin ng bagong salita pagkatapos na dagdagan ito ng PANG?* Lead the children to generalize that *pang* is used to express when or where an article is used or what it is used for.

Student Worksheet, page 20. "pang Vocabulary": Have the children read phrases on the left hand side, trace the affix *pang*, and match each phrase with the corresponding picture by drawing a line.

Opposites

Write the words *hindi*, *walang*, *huwag*, and *ayaw* on four separate index cards. Capitalize the first letter in each word. The sentences below should be written on the board, on sentence strips, or on chart paper.

Follow this general procedure: Have each sentence read aloud. Then, ask the children how the meaning of the sentence could be changed. (Examples: *Kung sakaling ayaw magluto ng nanay ni Ben; kung sakaling walang mga bata sa paaralan; kung sakaling ayokong mag-aral ka; kung sakaling ayaw niyang mag-aral*, etc.)

Either put the index card with the negating words in front of the sentence (for *hindi*) or cover the first word of the sentence with the index card (for *ayaw* and *walang*). For *huwag*, see note below. Have the new sentence read. Express the idea that the new sentence means the opposite of the first one.

HINDI	*Nagluto ang nanay ni Ben.*
	Mabigat ang mesa.
	Kumain sina Leni at Roger.
	Malamig ang panahon ngayon.
WALA(NG)	*May mga bata sa paaralan.*
	May mesa sa loob ng bahay.
	May kapatid si Juan.
	May malaking bahay sina Elmer.
AYAW	*Gustong mag-aral ni John.*
	Gustong maglaro ng mga bata.
	Gusto nilang pumunta sa sine.
	Gusto nating kumain ng prutas.
HUWAG	Note: Use the chalkboard. The following has to be done: when negating the sentences with *huwag*, transpose the pronoun and the verb, and add a linker to the pronoun. Example:
	Mag-aral ka. - Huwag kaNG mag-aral.
	Magpasyal tayo.
	Lumakad kayo.
	Magtago tayo.
	Uminom ka.

Words with more than one meaning

Write these sentences on the board:

Mahirap ang gawain ng hardinero.
Mahirap ang mga tao.

Read the sentences with the children. Have a child come to the board to underline the two words that look and sound alike. Discuss the meaning of the word in each sentence (a. hard or difficult; b. poor or impoverished). Recall the fact that some words look and sound alike but have different meanings.

Spelling

Provide a review exercise. Write examples on the board of the combinations the children are familiar with (V, VC, CV, CVC). If desired, the children may come to the board to write words dictated by the teacher that contain these combinations.

Use the words below for review in two ways: 1) you may run off copies of the words but omit certain syllables that the children will supply, as in the writing worksheets provided in previous lesson; 2) dictate the words and ask the children to write/spell them on their writing paper. Define or explain unfamiliar words.

Vowel: *Ulan, Araw, Oras, Ahas, Ilog, Ibon, Ulap Oso, Anim*

Vowel-Consonant: *uOD, loOB, taOB, laOT, loOk, luAK, paIT, ITlog*

Consonant-Vowel: *KAma, PEra, YOyo, suSI, diLA, PUno, meSA, HAri, NGAnga*

Consonant-Vowel-Consonant: *SANdo, MULto, TINta, KARne, bunDOK, HARdin, lagNAT, PINsan*

Final Diphthong: *gulAY, babOY, langAW, sigAW, kahOY, tatAY*

ADDITIONAL ACTIVITIES

Drawing conclusions

Write the groups of sentences below on the board or on chart paper. Read the first group of sentences with the children. Read the last sentence with them and go over the possible endings. Ask them to select which ones best and the sentence. Do the same for the second group of sentences.

May isang batang malungkot.

Masayang-masaya ang mga bata sa klase.

May pagkain ang mga bata.

Walang pagkain ang batang malungkot.

*Malungkot ang bata kasi*_____.

MAY PAGKAIN ANG MGA BATA SA KLASE
MASAYA ANG KLASE
WALA SIYANG PAGKAIN

Pumunta sina Elmer sa liwasan.

Kasama niya ang mga kaibigan niya.

Naglaro, lumangoy at kumain sila.

Maraming tao sa liwasan.

Masaya si Elmer kasi_____.

LUMANGOY SILA
KASAMA NIYA ANG MGA KAIBIGAN NIYA
MARAMING TAO SA LIWASAN

Classifying Words

Run off copies of the following exercise. Three of the words in each box go together. Ask the children to read the words and underline the three that belong together. After they finish, ask them to explain why they chose those three words in each box.

masaya	*galit*	*nanay*	*kaibigan*
malungkot	*bata*	*pinsan*	*tiyo*
bahay	*gusali*	*ilog*	*tren*
apartment	*kotse*	*trak*	*kotse*
itlog	*guro*	*mainit*	*malayo*
kanin	*karne*	*malamig*	*maulan*

sa bahay	*sa loob*
sa tabi	*sa labas*
kapote	*diyaket*
makina	*botas*
kambing	*manok*
kabayo	*tinapay*

ENRICHMENT

Oral Language

Show pictures of different community helpers and discuss their responsibilities (see For Teacher Information for the vocabulary words). Ask these and similar questions:

Sino ang inaasahan nating maghatid ng sulat?

magluto ng pagkain?
magtinda ng mga bagay na kailangan natin?
tumingin sa atin kung may sakit tayo?

Have the children suggest jobs and responsibilities they can take on that would help others around them (example, helping to clean the house, etc.). Take up the following points:

Sinu-sino ang mga taong inaasahan natin?

Bakit natin sila kailangan? Puwede ba tayong mamuhay na mabuti kung wala sila?
May mga tao rin bang umaasa sa atin para gumawa ng mga bagay?

Ask each child to finish and extend this open-ended statement: *Paglaki ko, gusto kong maging _____, kasi...*

Song

Teach the song, "Mamang Kartero" (96-97).

FOR TEACHER INFORMATION

Vocabulary words on community helpers:

doktor	doctor
nars	nurse
dentista	dentist
karpintero	carpenter
bumbero	firefighter
kartero	letter carrier
mekaniko	mechanic
potograpo	photographer
abugado	lawyer
tindero	salesperson
pulis	police
tsuper/driver	driver
hardinero	gardener
guro/titser/maestro	teacher
sekretaryo	secretary
kusinero	cook
magsasaka	farmer
marino	sailor
sundalo	soldier
mananayaw	dancer
artista sa pelikula o entablado	movie or stage actor/actress

Topic of story

A poem on responsibilities at home and in school is presented to develop the idea that people have skills and abilities that enable them to carry out their roles and responsibilities. The selection also develops a recognition of and an appreciation for poetic form and rhyming words.

Skills to be developed

Word Study Skills

Phonic Analysis: Introduce cluster *gr*

Other: Writing/spelling words by syllable; reading sight words; identifying rhyming words

Comprehension skills

Recalling details; appreciating poetic form; recognizing main idea

Vocabulary Skills

Language Development: Rhyme perception; words that tell when; listening to poetry

Structural Analysis: Review *pang* prefix to form reservational/instrumental adjectives

Study Skills

Dictating a story

Vocabulary

Review *gawain, sa loob, magsimula, kaya, paaralan, pumunta, upang, klase, maaga, huwag*

Introduce *tumulong, maghanda*

Materials

AABC: 1. Teaching Pictures, "*gr* Words" (pp. 98-100)

2. Student Worksheets (in Student Workbook):

"Using the New Words L25" (p. 21)

"Rhyme" (p. 22)

"*gr* Vocabulary" (p. 23)

"Spelling 14" (p. 24)

"Composition II" (p. 25)

"Things We Can Do" (p. 26)

Other: index cards with vocabulary words

pictures of articles of clothing used in Lesson 24

PREPARATION FOR READING

NOTE: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary

Elicit these words in a discussion: *tumulong, maghanda*. Use each one in a sentence:

Tumulong tayo sa nanay at tatay.
Maghanda na kayo.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them. Review *um* and *mag* verbs by calling attention to the affix in each word.

Reviewing Vocabulary

Student Workbook, page 21. "Using the New Words L25": In the first two rows, ask the children to read the sentences and locate the new vocabulary. They should underline the words in the sentences and trace them in the writing space.

Have them look at the picture in each of the rows below and read the sentences beside it. They are to underline every sentence that matches the picture.

To practice and reinforce vocabulary, play any of the games suggested on pages 79-81.

READING

Setting the Purpose

Tell the children that the next selection they will be reading is a poem *(tula)*. Determine if they are familiar with poetry and poetic form. Cite some poems in English that they may know.

Talk about rhyme and rhyming words *(mga salitang magkatugma)*. Point out that it is a special feature of most poems. Write examples on the board:

magluto	*tayo*	*kaarawan*
maglaro	*tiyo*	*paaralan*

Read the words to the children, pointing out the last sound in each pair. Ask them to listen for similarities and arrive at a definition of rhyming words.

Write the title of the poem on the board *(Mga Gawain)*, then have it read and located on the Contents page. Ask what the poem will be about.

Reading and discussion

Read the poem aloud to the children and have them follow along in their readers. Then let them read the poem silently. Ask the following questions:

Tungkol sa anong klaseng gawain ang tula?
Ano ang dapat nating gawin sa bahay/sa paaralan?
Pananagutan din ba ang mga gawaing ito? Bakit?
Ano ang palagay ninyo tungkol sa mga pananagutang ito?

Ano ang sinasabi sa atin ng sumulat ng tula tungkol sa mga pananagutan natin sa bahay at sa paaralan?

Ask some children to read the poem orally. Call attention to the rhyming words in the poem and have the words identified in each stanza.

Reading Follow-up

Write the first set of sentences below on the board and have them read. Ask the children to figure out the answer to the riddle and to suggest a good title for the story. Do the same for the second set.

Mahaba ito.
Mabilis tumakbo.
"Tut, tut," ang sabi nito. (TREN)

Galing sa manok ito.
Puti sa labas, puti at dilaw sa loob.
Kailangan natin ang pagkaing ito. (ITLOG)

Student Workbook, page 22. "Rhyme": Read the short poem on the worksheet with or to the children. Talk about the poem and what it is describing. Define and/or explain unfamiliar words: *mahalimuyak ('fragrant'*; synonym, *mabango)*; bango *('scent'*; synonym, samyo); ('family'; synonym, pamilya); Natitiyak ('being sure'; synonym, nakasisiguro) Ask the children to locate and underline all rhyming words in the poem. Afterwards, they may cut out pictures of different flowers from old magazines and paste them around the poem to make a flower collage.

BUILDING SKILLS

Introducing cluster *gr*

Say: *Pakinggan ang kambal-katinig na ito. Ang unang tunog ay kagaya ng tunog sa simula ng mga salitang ito: gabi, gulay, gawa.* Write *g* on the board. Do the same for the *r* sound: *reyna, radyo, relo.* Write *r* next to the *g*.

Point to the *gr* cluster and say: *Pakinggan ang ilang salitang nagsisimula sa kambal-katinig na ito.* Write *gripo* on the board, read it with the children, and show the teaching picture that goes with the word. Write *grupo* and *groseri* under *gripo*, read the words with the children, and show the teaching pictures. Have the children identify the initial consonant cluster by underlining the two letters.

gabi, guro, grabe, gana, grasya, radyo, granada, grado, reyna, granate, gulay, grumete, gusali, grano

STUDENT WORKBOOK, page 23. "*gr* Vocabulary": Have the children identify the picture on top and read the word *gripo*. Ask what two letters the words starts with and have the word traced.

For the next three rows, ask the children to say the word for each picture, helping them say the words if needed (Row 1: *isang tao, grupo, silya;* Row 2: *mansanas, ubas, granada (pomegranate);* Row 3: *opisina, groseri, panaderya).* They should trace the letters gr and underline each picture whose name starts with that cluster For the bottom row, have the sentence on the left read. Ask the children to underline the picture that will complete the sentence.

Reviewing *pang* prefix

Write these words in the board as shown:

gupit
panggupit

Talk about the root word *gupit*, the affix *pang* added to the root word, the change in meaning that occurred *(gupit* - to cut; *panggupit* - an instrument for cutting), and what *pang* denotes (when/where an article is used or what it is used for).

Show the pictures of articles of clothing and other objects used in Lesson 24 and have the children orally describe what each one is used for, using the prefix *pang*.

Write these columns of words* on the board and ask the children to match the words on the right with their roots by drawing a line.

luto	*pang-paaralan*
ulan	*pang-sulat*
sulat	*pang-linis*
linis	*pang-luto*
paaralan	*pang-ulan*

*As was noted previously, these words are hyphenated to show the affixing of *pang* to the root words. *Pang* has two variant forms depending on the initial sound of the root: *pan* and *pam*. Some of the above should be written in this manner: PAM*paaralan*, PAN*sulat*, PANl*linis*, etc. In order not to confuse the children with too many forms, only the original *pang* form is used.

Rhyme perception

Read the following riddles and have the children guess the answers.

Nakatira ako sa tubig.
Magaling akong lumangoy
Ang pangalan ko'y katugma ng salitang PALAKA.
Ano ako? (ISDA)

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Makikita ninyo ako sa palasyo.
Inuupuan ako ng hari at reyna.
Ang pangalan ko'y katugma ng salitang ASO.
Ano ako? (TRONO)

Ako'y malaking hayop.
Mahaba ang aking ilong.
Ang pangalan ko'y katugma ng salitang KAPOTE.
Ano ako? (ELEPANTE)

Ako'y tubig na galing sa ulap.
Pumapatak ako.
Ang pangalan ko'y katugma ng salitang BUWAN.
Ano ako? (ULAN)

Words that tell when

Write the following sentences on the board:

Gusto kong manood ng TV sa gabi.
Gustong maglaro araw-araw ni Kim.
Sa umaga, maaga akong gumising.
Noong unang panahon, walang mga tao at hayop.
Pumunta ako sa liwasan noong isang umaga.

Call on a child to read the first sentence. Ask: *Ano ang gustong gawin ng bata? Kailan niya gustong gawin iyon?* Have him/her underline the words that tell when. Continue with the other sentences.

After the WORDS THAT TELL WHEN are underlined, lead the children to notice that the words appear in different places within the sentences. Encourage them to change the word order by asking if the WORDS THAT TELL WHEN can be put in another place. Explain that sometimes, we can change the word order in a sentence without changing its meaning.

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Reading sight words

Reinforce sight recognition of vocabulary by writing sentences similar to these on the board:

*Manood tayo ng*_____.
*Mahaba ang*_____.
*Malungkot ang*_____.
*Uminom tayo ng*_____.

Display at random these words written on index cards: *TV, tren , sine, ilog, bata, tasa, baka, gatas.* Have the first sentence read aloud. Ask the children to select, among the cards displayed, all those words that could complete the sentence. Follow the same procedure for the other sentences. Add more sentences and words for extra practice.

Spelling

Recall words containing the affricate */ts/* and the consonant clusters *pl, bl,* and *kl* by writing some examples on the board and calling attention to the letters representing those sounds. Have different children come to the board to identify and underline those letters.

Student Workbook,, page 24. "Spelling 14": Direct the children to identify the picture and to write the missing sounds and/or syllables. The first column has words containing the */ts/* affricate, while the second, consonant clusters. The first word in each column serves as an example. Teach and/or define unfamiliar words.

KEY: *tasa, tsok, mantsa (stain), kotse*
plato, plaka, klase, blusa

Dictate other words containing these sounds for the children to spell/write.

ADDITIONAL ACTIVITIES

Study Skills Practice

Student Workbook, page 25. "Composition II": Ask the children to examine the picture and to describe the event. Have them dictate a brief story to you about the picture or give the picture a title. Write the dictated composition below the picture for each child. Depending on the child's abilities, s/he may write the composition him/herself.

ENRICHMENT

Oral Language

Student Workbook, page 26. "Things We Can Do": Let the children examine the picture at the top of the worksheet and have them describe the scene and different activities taking place: an Asian American fair; people selling food, dancing, selling kites; boy with a bicycle; children looking at the sign. Ask the children to name a particular skill that is needed to carry out each activity shown in the picture. Match the activity and the skill by drawing a line.

Relate the worksheet to the idea that in order to do a job or a responsibility, there are things we need to learn. Ask these questions:

Upang maqawa ang gawaing/trabahong ito (halimbawa, PAGLILINIS NG BAHAY), ano ang dapat mong malaman?

Saan mo natutuhan ang mga gawaing ito? Sino ang tumulong sa iyong matuto?

Listening/Oral langauge/Art

Read the poems below to the children and conduct a short discussion on each one. Have each child read a poem that s/he likes, or memorize and recite it to the group. S/he may also illustrate his/her favorite poem.

Mga tugmang pambata

ni Teresito M. Laygo

Alitatap

Isang alitaptap
Kukuti-kutitap
Ikaw ay singrikit
Bituin sa langit.

Elepante

Elepante
Tulad mo'y higante
Pag tumili
Daig ang tambuli.

Lobo

Si Patrick ay may lobo
Tumaas lampas ulo
Nang bitiwa'y lumipad
Sa ibayo napadpad.

Dahon

Dahon ka ngang lunti
May saya't may ngiti
Lagas kung sakali
Uusbong na muli.

Hangin

Di ka man makita
Nadarama kita
Buhay ka sa akin
Humihip ka, Hangin!

Gatas

Lulusog ang katawan
Sa gatas na mainam
Sagana sa sustansiya
Puno ng bitamina.

Tubig

Tubig ay kailangan
Ng buong sambayanan
Pati ng kahayupan
At ng mga halaman.

Walis

Itong si Mang Pelis
Ang bilis maglinis
Pagdaan ng walis
Lahat naaalis.

Yoyo

Mayroon akong yoyo
Punta roon balik dito
May hagis at may hila
May paekis-ekis pa.

Ulan

Si Juan Tiniban
Sumibad sa daan
Ang lakas ng ulan
Nabasa ang tiyan.

Topic of story

The concept of cooperative effort is presented through a brief article about rice planting in the Philippines. The importance of group spirit and cooperation in carrying out this undertaking should be emphasized, as well as the important role farmers play in Filipino life and culture.

Skills to be developed

Word Study Skills

Phonic Analysis: Review consonant cluster *gr*

Other: Writing/spelling words by syllable; rhyming words in verse

Comprehension Skills

Recalling details; making inferences; anticipating outcomes; understanding a song; finding irrevelant sentences

Vocabulary Skills

Language Development: Rhyme perception; Pilipino words for rice; singing a song

Structural Analysis: Review *taga* prefix to describe a person's job

Introduce *pinaka* to form superlative adjectives

Study Skills

Classifying words

Vocabulary

Review *bukid, mahalaga, kanin, tumulong, gawain, mangyayari*

Introduce *magsasaka, tanim, pagtatanim, palay, nakikita, awit/umawit, galing*

Materials

AABC: 1. Teaching picture, "Farmer" (101)

2. Student Worksheets (in Student Workbook):

"Using the New Words L26" (p. 27)

"Relevant Sentences" (p. 28)

"*pinaka* Vocabulary" (p. 29)

"Spelling 15" (p. 30)

"Vocabulary Review IV" (p. 31)

Other: index cards with vocabulary words

PREPARATION FOR READING

Reviewing *taga* prefix

Write the example below on the board as shown. Discuss the root *luto*, the affix *taga*, the meaning that the affix gives to the root, and what *taga* used in this manner denotes.

luto

tagaluto

Orally, let the children compose sentences using these words:

tagalinis

tagaalaga

tagasagot

tagatinda

tagasulat

NOTE: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary

Show the teaching picture "Farmer" to the children and identify him as a *magsasaka*. Describe the farmer and his work by mentioning these facts:

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Ang mga magsasaka ay nagtatrabaho sa bukid. Nagtatanim sila ng iba't ibang gulay at pagkaing pananim.

If the children are not familiar with the following words, use them repeatedly in the discussion: *magsasaka, tagatanim, pagtatanim.* Write the words on the board. Call attention to the root word *tanim* in the last two words.

Tell the children that they will be reading a story about rice planting in the Philippines. Mention that rice is planted in other countries, too, including the United States. Since Filipino children in the U.S. have most likely been exposed to store-bought white rice in packages, inform them that this is the finished product that is ready for cooking. When rice is planted, farmers don't plant the white, husked and polished grains but grains that still have a brown shell or casing. This is called *palay* (write the word on the board); from *palay* comes the rice plant.

Write sentences on the board using these four words: *magsasaka, tagatanim, pagtatanim, palay.* Also elicit these words in a discussion and add sentences to the reading chart: *nakikita, umawit, galing.* The reading chart may look like this:

Ang magsasaka ay tagatanim ng palay.
Mahirap ang pagtatanim ng palay.
Nakikita ko araw-araw ang mga bahay.
Umawit tayo sa klase.
Galing sa baka ang gatas.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

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Reviewing Vocabulary

Student Workbook, page 27. "Using the New Words L26": Ask the children to look at the top left hand picture, then to read the first sentence beside it. Have them underline the word *magsasaka* in the sentences and trace it in the writing space. Have them read the next two sentences, underline the word *palay* in the last sentence, and trace it.

In the next section, they should read each question and underline the picture that answers the questions. In the bottom selection, they should read the verb and trace it in the writing space. Then, they should underline the picture that the word describes.

To practice and reinforce vocabulary, play any of the games suggested on pages 80-81.

READING

Setting the Purpose

Encourage the children who have been to a farm to relate what they did and what they saw. Ask about the people who were working and planting. Point out that in almost every country, farmers play an important part because they plant grain, vegetables, and fruits. We depend on farmers for our food.

In the Philippines, rice planting is an important event. People get together and help one another do this task. Announce that the next selection will be about rice planting in the Philippines.

Write the title of the selection on the board *(Pagtatanim ng Palay)*, have it and the page number located on the Contents page.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Page 22:

Nagtulung-tulungan ba ang mga tao?

Bakit mahalaga na magtulung-tulungan sila?

Ano ang mangyayari kung hindi magtutulung-tulungan ang mga tao?

Page 23:

Bakit mahalaga ang mga magsasaka sa Pilipinas?

Ano ang kanilang pananagutan?.

Anong mga kasanayan ang kailangan nila sa kanilang gawain?

Bakit mahalaga ang kanin sa mga Pilipino?

Ano ang mangyayari kung hindi magtatanim ng palay ang mga magsasaka?

Have the children read the sentences at the top of page 24 silently. Afterwards, teach the song. Go over the words with the children and define words that are unfamiliar. Ask questions like the following:

Bakit hindi biro ang magtanim ng palay?

Paano nagtatanim ng palay ang mga magsasaka?

Kung ginawa ninyo ito buong araw, ano ang magiging pakiramdam ng likod/braso/binti ninyo? Bakit?

Explain that sometimes, to entertain the farmers while they plant, some people provide music and songs. Explain also that there are several methods of rice planting practiced in the pines, but that in many parts of the country, people still follow the traditional method. Stress the important role that cooperation and group spirit play in this undertaking.

Sing the song with the children while going through the motions of rice planting.

Reading Follow-up

Write the following sentences on the board and have them read aloud:

Pumunta ang magsasaka sa bukid.

Nakita niya si Juan.

After the sentences are read, ask where Juan was *(nasa bukid)*. Help the children note that although neither sentence tells us where Juan was, we can tell where he must have been by reading both sentences together. Do the same for these sentences:

Nagtamin ang mgasasaka sa umaga.

Umawit din siya.

Ask: *Kailan umawit ang magsasaka?*

Student Workbook, page 28. "Relevant Sentences II": Call attention to the unfinished picture at the top and tell the children that after finishing the worksheet task they can draw a picture. Ask them to read the title and each sentence below. They should underline all the sentences that are relevant to the story. Warn them that some of the sentences do not belong to the story and are about something else. Help them read the word *bulaklak* if they cannot decode it by themselves. When they finish, let them draw a picture of the garden that Mr. Gomez is taking care of.

BUILDING SKILLS

Introducing *pinaka* prefix

Show the children a small red triangle and a big blue triangle and ask which one is bigger. In their responses, they should use *mas/kaysa sa* (MAS *malaki ang asul* KAYSA SA *pula*).

Show an even bigger green triangle. Have the children express the idea that the green triangle is bigger than both the red and blue: *Sa tatlong trianggulong ito, sinasabi natin na ang berde ang pinakamalaki. Have them describe the green triangle using this structure: Pinakamalaki ang berde (o ang berdeng trianggulo).*

Teach the superlative degree of other adjectives that are familiar to the children, using visual aids if necessary. Then write a list of all the words on the board: *pinakamalaki, pinakamaliit, pinakatamad, pinakamadilim, pinakamarumi, pinakamabigat.*

Ask the children to name the part that the words have in common; encourage them to form a generalization that when we describe an object having the best or worst qualities, we attach the prefix *pinaka* to the word describing it. Use the adjectives in sentences and write them on the board. Have the sentences read.

Student Workbook, page 29." *pinaka* Vocabulary": Ask the children to read each adjective on the

left and to trace the affix *pinaka*. Discuss the meaning of the word, then have them put a circle around the picture that matches the description.

Reviewing cluster *gr*

Write these words on the board: *grupo, groseri*. Read the words to the children and call on a child to underline the initial consonant cluster in the words.

Write the groups of words below on the board. Read the three words in each row to the children and ask them to point to and underline the word containing the *gr* cluster.

gripo, krema, brokuli

prinsipe, grasya, bruha

trak, krus, grado

grabe, braso, preno

BUILDING VOCABULARY

To add a cultural note as well as to introduce new vocabulary, stress the importance of rice in Philippine life and culture. It is the staple food; in most Filipino languages, the words for "to eat" and "food" are often derived from the word *rice*. Many words for rice have evolved in the Pilipino language to describe different varieties of rice, different stages of cooking, and various dishes that have rice as their principal ingredient.

Teach the following words orally, explaining their meaning, to develop an appreciation for the richness of the language.

palay	unhusked rice; the white grain is inside the shell
bigas	husked, polished, uncooked rice
kanin	cooked grains of rice
sinaing	rice that's still in the pot, just after cooking
mumo	separated cooked grains that have fallen off the plate

In addition, there are many words for dishes that contain rice, especially sweets and desserts: *puto, bibingka, suman, palitaw, biko, kutsinta, mahablanka, etc.*

Spelling

Recall words that contain consonant clusters with *r* by writing some examples on the board, calling attention to the letters representing the cluster. Have a child come to the board to underline the syllables containing the consonant clusters.

Student Workbook, page 30. "Spelling 15": Direct the children to identify the pictures and to write the missing sounds and/or syllables. In the first column, the first syllable of each word is missing. In the second column, the children should write the whole word by themselves.

KEY: *prutas, trono, krema, brokuli*
krus, braso, trak, preno

ADDITIONAL ACTIVITIES

Classifying Words

Write these pairs of words on the board:

trak	*tren*
isa	*dalawa*
nanay	*tatay*
diyaket	*kapote*
kabayo	*baboy*
prinsipe	*prinsesa*

Ask different children to read the pairs of words. Tell the children that you are going to say a word that will go with a pair of words on the board. Say the word *tatlo* and ask the children to look for a pair that goes with that word. When *isa* and *dalawa* are pointed out, have them explain why *tatlo* goes with these words. The pair may then be erased.

Continue by saying the following words : *taxi (TREN-TRAK), coat (DIYAKET-KAPOTE), manok (KABAYO-BABOY), lolo (NANAY-TATAY), hari (PRINSIPE-PRINSESA).*

Study Skills Practice

Student Workbook, page 31. "Vocabulary Review IV": Have the children read the words in each box to themselves. Say one of the words and ask the children to underline the word you said.

KEY: Row 1 *bakit, gagawin, tagatanim*

Row 2 *magugustuhan, grupo, hardinera*

Row 3 *umaga, malungkot, groseri*

Row 4 *tumulong, kambing, mabigat*

ENRICHMENT

Dancing/cooking

Teach the songs and dances accompanying each stage of rice planting. For teacher reference: Aquino, Francisca Reyes. *Philippine Folk Dances Vol.5.* Quezon City, Philippines: Kayumanggi Press, 1973.

As follow-up, cook a rice dish in class. The dish could either be Filipino or of some other ethnic background; for example, JOONG (Chinese), SUSHI (Japanese), or RICE PUDDING (European).

Oral Language

Reflect on the article about rice planting in the Philippines and talk about why cooperation *(pagtutulungan)* is important. List the benefits that cooperative work can bring to the participants. Emphasize that when people cooperate, they learn to work better, share with others, and accomplish more.

Have the children role play situations in which they are planning to embark on some cooperative venture. In the role playing, they may make decisions as to what to do, what each member of the group can contribute, and how members of the group can help one another do the work. The following situations may be given:

Children are planning to decorate the classroom for Parents' Day.

Children are planning an antilittering drive in school.

Children are planning to present a number for a school program.

Topic of story

Ted and his mother are on their way to the Filipino Center to attend a fiesta. Written as a play, the story is used as a springboard to explore the concept that people develop ways of working together. Fiestas as celebrated by Filipinos both in the Philippines and in the United States should be discussed, as well as the importance of organization and cooperation during fiestas. A short play is provided at the end of the lesson to foster an appreciation for plays and dramatic reading.

Skills to be developed

Phonic Analysis: Introduce consonant cluster *dr*

Other: Writing/spelling words by syllable

Comprehension Skills

Recalling details; making inferences; locating details; relating story to personal experience; recognizing format of plays; appreciating plays and drama

Vocabulary Skills

Langage Development: Using *para sa/kay;* using *katulad*/synonyms; time adverbs/words that tell when

Structural Analysis: Review *pinaka* prefix to form superlative adjectives

Study Skills

Colon

Vocabulary

Review *masaya, handa, nandoon, gagawin, makikita, tumulong, sarisari, nakatira, kaya*

Introduce *sino, pista, adobo, para sa, kagabi, magkabit, dekorasyon, katulad, dumating*

Materials

AABC: 1. Teaching Picture, "*dr* Words"(pp. 102-104)

2. Student Worksheets (in Student Workbook):

"Using the New Words L27" (p. 32)

"Preparing for the Fiesta" (p. 33)

"*dr* Vocabulary" (p. 34)

"Root Words III" (p. 35)

"Spelling 16" (p. 36)

3. Teaching Pictures, "The Four Friends" (pp. 105-108)

Other: index cards with vocabulary words

pictures of various objects

PREPARATION FOR READING

Reviewing *pinaka* prefix

Repeat the activity with triangles in Lesson 26 to review the superlative prefix *pinaka*. Restate the generalization arrived at about the meaning that this prefix gives to the adjective *(salitang naglalarawan)*.

Write the columns of words below on the board. Ask the children to match the adjectives with their superlative degree forms by drawing a line.

masaya	*pinakamahirap*
magaling	*pinakamainit*
mahirap	*pinakamasaya*
malamig	*pinkamagaling*
mainit	*pinakamalamig*

NOTE: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary 1

Elicit the following words in a discussion: *sino, pista, adobo, para sa, kagabi, magkabit, dekorasyon, katulad, dumating*. The reading chart may look like this:

Sino ang mabilis magsulat?

Maraming pista sa Pilipinas.

Gusto ko ng adobo.

Para sa nanay ang baro.

Kumain kami ng ice cream kagabi.

Kailangang magkabit ng dekorasyon para sa pista.

Ang libro ni Mary ay katulad ng libro ko.

Dumating ang mga tao kagabi.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Introducing Vocabulary 2

If there is a *Filipino Center* in your community, talk about it. Most U.S. cities with large populations have Filipino Centers which serve as cultural, social and business centers for the Filipino community. If your community does not have one, inform the children that Filipinos in several cities in the United States have worked together to build or organize Filipino Centers. Some of them have big halls where bingo games, balls and fiestas are held.

Write the words Filipino Center on the board and read it for the children. Inform them that they will be reading about one such center in the next selection.

Reviewing Vocabulary

Student Workbook, page 32. "Using the New Words L27": Ask the children to look at the picture at the top left part of the page. Identify it is a *pista*. Have them read the phrase beside it and trace the word in the writing space.

In the next two sections, they should look at each picture, read the two sentences beside it, and cross out the one that does NOT describe the picture. Have these words located and underlined: *adobo, para, kagabi, nagkabit, dekorasyon.*

In the bottom section, have the question read. The children should look for the boy wearing the same jacket as the one they see beside the question, and put a circle around the boy.

To practice and reinforce vocabulary, play any of the games suggested on pages 80-81.

READING

Setting the Purpose

Ask the children if they have ever been to a play *(dula o drama)*. Let them describe what they saw. If some of them are not familiar with plays, talk to them about it. Say that actors in a play have to learn the words they are going to say on stage. Somebody has to write these words for them. The way a play is written is somewhat different from a regular story. Illustrate this by writing these lines on the board as shown:

LENI: *Nasaan ang aso?*

ROGER: *Nandoon sa labas ng bahay.*

Have the children examine the lines above and tell you how it is different from the story. They should notice the absence of quotation marks and the two dots after the names. Identify the punctuation mark as a tutuldok. Explain that one use of the colon is to separate in written plays the name of the character from the words s/he is supposed to say on stage.

Tell the children that the next selection is written like a play. Have the story title *Ang Pista sa Filipino Center* and the page number located on the Contents page.

Silent Reading

Have the children read the page indicated below silently. Ask the suggested comprehension questions.

Pages 26-27:

Ano ang pakiramdam ni Ted? Bakit?

Saan sila pupunta?

Ano ang nangyayari sa Filipino Center?

Nakapunta na ba kayo sa isang Filipino Center? Ano ang ginawa/nakita ninyo?

Ano ang niluto ng nanay ni Ted? Para saan ito?

Pages 28-29:

Ano ang ginawa ng mga tao para sa pista? Nagtulung-tulungan ba sila?

Bakit mahalagang magtulung-tulungan ang mga tao para sa pista?

Bakit nagpipista ang mga Pilipino sa Amerika? (Besides being a social event, the fiesta is a custom that has been brought over from the Philippines.)

Kung mayroon tayong pista dito sa paaralan, ano ang dapat nating gawin?

Page 30:

Ano ang nakita ni Ted sa Filipino Center?

Ano ang sinabi niya sa nanay niya pagdating sa Center? Basahin ang mga salita niya.

Bakit niya naisip na ito ang pinakamasayang pista sa Filipino Center?

Reading Follow-up

Extend the topic of the story by asking the children to narrate what might have happened to Ted at the fiesta. The children may have similar experiences that may be recalled and discussed. As a cultural note, talk about the origin of fiestas in the Philippines (although keep the discussion simple). Fiestas were originally intended as celebrations to honor the patron saint of a town or village. While they started out as events with religious significance, through the years, fiestas have become grand social happenings. In the United States, Filipino community fiestas tend to be days of national significance (e.g., Rizal Day, Filipino-American Friendship Day, etc.) rather than religious. In some cities, however, religious events like the Santo Nino festival are celebrated.

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Dramatize the play. Assign the roles of Ted and his mother to two children and have them read their lines in front of the group. Other groups of two children may repeat the task.

Student Workbook, page 33. "Preparing for the Fiesta": Ask the children to examine the pictures on the left hand side of the worksheet. Tell them that these are the things Ted and his friends did at the fiesta. As they discuss each picture, have the sentence beside it read. Mention that in order for the children to enjoy these activities, groups of people worked together to prepare for the fiesta. Ask the children to match each activity with the specific preparation that took place the night before. For example, in order for Ted and his friends to sing on stage, a group of people had to set it up and get it ready. Direct them to connect the dots when matching the pictures.

BUILDING SKILLS

Introducing cluster *dr*

Say: *Pakinggan ang kambal-katinig na ito. Ang unang tunog ay kagaya ng tunog sa simula ng mga salitang ito: daga, damit, diyaket. Anong titik iyon?* Write *d* on the board. Do the same for the *r* sound: *regalo, riles, retrato.* Write *r* next to the *d*.

Point to the *dr* cluster and say: *Pakinggan ang ilang salitang nagsisimula sa kambal-katinig na ito.* Write *dragon* on the board, read it with the children, and show the teaching picture that goes with the word. Write *drama* and *drowing* under *dragon*, read the words with the children,

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and show the teaching pictures. Have the children identify the initial consonant cluster by underlining the two letters.

Read the list of words below. Have the children raise their hands whenever they hear a word that starts with *dr*, and have them repeat the word.

dagat, droga, dama, drama, dril, romero, dromedaryo, doble, drowing, droga, dumi, damdam, drastiko

Student Workbook, page 34. "*dr* Vocabulary": Have the children identify the picture on top and read the word *dragon*. Ask what two letters the word starts with and have the word traced.

For the next three rows, ask the chilren to say the word for each picture, helping them say the words if needed (Row 1: *gripo, drowing, libro;* Row 2: *palabas sa TV, pelikula, drama;* Row 3: *baka, dromedaryo**, *tigre*). They should trace the letters *dr* and underline each picture whose name starts with that cluster. For the bottom row, ask the children to read the sentence on the left. Have them underline the picture that will complete the sentences.

**DROMEDARYO: The one-humped Dromedary Camel, a native of Arabia. The two-humped camel from Asia is called the Bactrian Camel.*

Using *para sa/kay*

Show pictures of the following: corn, a raincoat, a book, a hat, a ladies' purse, and other objects. Put up the picture of corn and say: *Para sa manok ang mais.*

Put up other pictures and ask: *Para kanino ang _____?* Direct the children to respond using the phrase *para sa*. *(NOTE: Phrases with PARA SA/KAY are called reservational and purpose phrases. Refer to the Glossary of Linguistic Terms for an explanation.)*

Write some sentences on the board using *para sa* and have them read. Examples:

Para sa lolo ang pagkain.

Para sa bata ang pluma.

Using the same sentences on the board, substitute children's names for the common nouns. Ask if the sentences *Para sa John ang pagkain* sounds right. The children will probably point out that *kay* should be used instead of *sa*. When all the sentences with personal names have been read, formulate the generalizaton that when we are talking about people's names, we use the phrase *para kay* instead of *para sa*.

Using *katulad*/synonyms

Review words that have similar meanings (e.g., *eskuwelahan-paaralan; pamilya-mag-anak*). Express this idea by saying: *May mga salita na magkatulad ang ibig sabihin.*

Ask: *Aling salita ang katulad ng*
nanay? (INA)

drama? (DULA)

parke? (LIWASAN)

maginaw? (MALAMIG)

larawan? (RETRATO)

tatay? (AMA)

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Call attention to the synonyms of *katulad: kagaya, kamukha, kaparis.* Use each one in a sentence to demonstrate similarity in meaning.

Time adverbs/words that tell when

Write the following sentences on the board:

Nagluto ang nanay kagabi.

Gagawin namin ang drowing ngayon.

Bukas, makikita ko ang larawan.

Pumunta sa simbahan kahapon si Ben.

Call on a child to read the first sentence. Ask him/her what Mother did and when she did it. Have the child underline the word that tells WHEN. Continue with the other sentences.

After the exercise, lead the children to note that certain words in a sentence tell us WHEN events or actions happened, are happening or will happen. Have the children tell about things they did last night/yesterday, and are doing/will do today and tomorrow.

Root words

Student Workbook, page 35. "Root Words III": Have the children read the pairs of words in each box on the upper half of the worksheet and underline the part/s in the second word that make it different from the first word. Then they should read each sentence below and underline the word that will complete it.

Spelling

Student Workbook, page 36. "Spelling 16": Direct the children to identify the first picture *(libro)*. Ask them to look for the cluster *br* and tell you where it is found (in the middle of the word). Tell them that in these words, the clusters will be located in the middle of the word. They should identify each picture, say its name and write the missing syllable. Teach and/or explain words that are not familiar.

Key: *libro, tabla, teklado (piano keys), retrato, Pebrero, orkestra, katre, tigre*

ENRICHMENT

Oral Language

Dramatize the play *Ang Apat na Magkakaibigan* to reinforce the topic of the lesson: organization and cooperation. Assign children to play the parts. Use the teaching pictures that go with this activity pages (105-108). Cut them up, color and/or laminate them, attach a popsicle stick to each one to serve as a handle, and have each child hold up his/her picture when s/he says his/her line. The narrator does not need a picture but could hold a folder containing the script.

Discuss how the four friends in the play organized and worked together to achieve a common goal.

ANG APAT NA MAGKAKAIBIGAN

Mga Tauhan:

Ang Tagakuwento
Mataba
Payat
Malaki
Maliit

TAGAKUWENTO: *Noong araw, may apat na magkakaibigan: si Mataba, si Payat, si Malaki at si Maliit. Sama-sama sila sa isang maliit na bahay. Madalas silang mag-away tungkol sa kahit na anong bagay.*

MATABA: *Ako si Mataba. Ako ang masusunod dito sa bahay.*

PAYAT: *Aba, hindi yata. Ako ang hari dito.*

MALAKI: *Ako si Malaki. Ako ang puno ninyo.*

MALIIT: *Ako si Maliit. Mali kayo. Ako ang masusunod.*

TAGAKUWENTO: *Isang araw, may malakas na bagyo. Malakas ang ulan at hangin. Pumasok ang ulan sa bahay.*

MALAKI: *Sino ang magsasara ng bintana?*

MALIIT: *Hindi ako.*

MATABA: *Hindi ako.*

PAYAT: *Hinding-hindi ako.*

TAGAKUWENTO: *Bumabaha sa loob ng kanilang bahay.*

PAYAT: *Dapat magtulungan tayo. Kung hindi, lulubog tayo sa bahang ito.*

MATABA: *Tama si Payat.*

MALAKI: *Tama si Mataba.*

MALIIT: *Tama si Malaki.*

PAYAT: *Tama tayong lahat. Mula ngayon, magtulungan tayo. Walang hari, walang alila. Sang-ayon ba kayo?*

TATLO: *(SABAY-SABAY) Oo, sang-ayon kami.*

TAGAKUWENTO: *At nagtulung-tulong silang lahat na isara ang bintana.*

UNIT 3
Communication

YUNIT 3
Pakikipagtalastasan

Topic of story

The alibata, the syllabary used by the early people of the Philippines, is presented in this lesson to illustrate that people long ago devised ways of recording spoken language as a means of communicating their ideas. The alibata is said to be of Indic origin and was used in various forms by the different tribes that settled in the Philippines.

Skills to be developed

Word Study Skills

Phonic Analysis: Review consonant cluster *dr*

Other: Writing/spelling words by syllable

Comprehension Skills

Making inferences; locating details; recognizing the main idea; recalling details

Vocabulary Skills

Language Development: Ordinal numbers (6-10); expanding sentences; multiple ideas in sentences

Structural Analysis: Introduce gerunds with *pag* prefix

Vocabulary

Review *noong unang panahon, natin, wala, paano*

Introduce *titik, iba, pagsulat, papel, kawayan, balat, kahoy, tunog,* ordinal numbers (6-10)

Materials

AABC: 1. Teaching Picture, "Early Filipino Writing" (110)

2. Teaching Picture, "Development of Spoken and Written Language"(111-115)

3. Student Worksheets (in Student Workbook):

"Using the New Words L28" (p. 37)

"Alibata Writing" (p. 38)

"*pag* Vocabulary" (p. 39)

"Spelling 17" (p. 40)

"Japanese Writing" (p. 41)

Other: index cards with vocabulary words

toy telephones

PREPARATION FOR READING

Introducing ordinal numbers

Write the following on the board: *una, ikalawa, ikatlo, ikaapat, ikalima.*. After the children read the words, reinforce their meaning by asking five children to stand in front of the class. Describe the children by saying: *Si Mary ang una; si Alex ang ikalawa*...etc.

Write the following ordinal numbers on the board and have them read: *ikaanim, ikapito, ikawalo, ikasiyam, ikasampu.* Provide ten different pictures for this game. Write these sentences on the board (capitalized words in parentheses are suggested pictures; use others that you have on hand):

Una ang (ASO).

Ikalawa ang (BOLA).

Ikatlo ang (KAPOTE).

Ikaapat ang (BAHAY).

Ikalima ang (PUSA).

Ikaanim ang (KOTSE).

Ikapito ang (ARAW).

Ikawalo ang (PRUTAS).

Ikasiyam ang (MANOK).

Ikasampu ang (LIBRO).

Tell the children to arrange the pictures according to the direction given in the sentences. Have a child read the first sentence aloud and ask another child to pick out the right picture and to put it on the chalk ledge. Continue in this manner until all ten pictures are arranged in the proper sequence.

NOTE: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary

Elicit the following words in a discussion: *titik, iba, pagsulat, papel, kawayan, balat, kahoy, tunog.* The reading chart may look like this:

Dalawampu ang titik ng abakada.

Ang pagkaing Pilipino ay iba sa pagkaing Amerikano.

Kailangan ang papel sa pagsulat.

Maraming kawayan sa Pilipinas.

Ang sapatos ay gawa sa balat ng baka.

Mahalaga ang kahoy.

Malakas ang tunog ng silbato.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Reviewing Vocabulary

Student Workbook, page 37. "Using the New Words L28": Ask the children to read the sentence at the top. Discuss the written words or symbols for "sun" in the four languages. Depending on the children's level, explain that English and Pilipino both use roman letters to write words. Chinese uses characters that sometimes represent pictures of objects; Japanese uses syllabary where one symbol represents a syllable in a word. If these concepts are too difficult, just point out the difference between the letters we use in English and Pilipino and the symbols that Chinese and Japanese use.

In the next section, have the children read and follow the direction (write the first letter of each word). Let them pronounce the word first to make sure they know it.

In the bottom section, ask them to read each question and answer it orally. Have them describe the sound that a bell and whistle make. Let them tell you what the bark of a tree *(balat ng punungkahoy)* and animal skin *(balat ng baka)* are used for (paper; leather).

To practice and reinforce vocabulary, play any of the games suggested on pages 80-81.

READING

Setting the Purpose

To stimulate interest in the next selection, pose these questions:

Paano kaya sumulat ang mga tao sa Pilipinas noong unang panahon?

Ginamit kaya nila ang mga titik na ginagamit natin ngayon?

Ano kaya ang sinulatan nila--papel kaya?

Explain that cultures all over the world have developed different ways of communicating their ideas. One of them is writing. People have devised various ways of recording the way they speak by means of written symbols.

Inform the children that a long time ago, the early Filipino used a system of writing called *alibata*. In the next story, they will be learning about the alibata. Write the word on the board and read it with the children. Below the word, write the story title *(Ang Pagsulat sa Alibata)*. Have it and the page number located on the Contents page.

Silent Reading

Have the children read the page indicated below silently. Ask the suggested comprehension questions.

Page 31:

Ano ang tawag sa pagsulat ng mga unang Pilipino?

Ano ang mga sinulatan ng mga unang Pilipino? Bakit ito ang mga ginamit nila?

Ano kaya ang itsura ng mga titik na ginamit nila?

After the children read page 32 silently, write these three symbols on the board and discuss the sound that each one represents. *(NOTE: in the*

old Filipino sound system, the vowels E and I were often interchangeable; the same was true with O and U.)

e-i o-u

Ask the chidren to read the next three pages orally. While discussing each page, call their attention to the alibata symbols for each syllable.

Page 33: The roman letters are written below the alibata symbols for "dog" and "cat."

Page 34: No letters are provided. Ask the children to try to read the symbols while deriving clues from the pictures *(bato, isa, dahon, niyog)*. Stress that each symbol represents a syllable. The second consonant in a consonant-vowel-consonant sequence is represented by a single symbol.

Page 35: Ask the children to write the symbol for "feet" *(paa)* and "eye" *(mata)* using the symbols provided on the page. They may write these on a piece of paper or on the board.

paa

mata

Page 36:

Ano ang masasabi ninyo tungkol sa mga titik ng alibata?

Madali ba o mahirap isulat ang mga ito?

Kung kayo ay mga unang Pilipino, paano ninyo susulatan ang kaibigan ninyo? Saan ninyo ito isusulat?

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Reading Follow-up

Provide practice in writing in alibata. Show the teaching picture "Early Filipino Writing." As you stress that each symbol represents a syllable or a single vowel or consonant, inform the children that this writing is more properly called a syllabary *(silabaryo)* instead of an alphabet *(alpabeto)*. Tell them that different groups or tribes in the Philippines at that time had various systems of writing.

Make copies of the alibata syllabary and give one to each child. Write different words in alibata. Let the children write words for concrete objects which they can later illustrate or find pictures of.

Student Workbook, page 38. "Alibata Writing": Ask the children to trace the alibata symbols on top. They are to decipher it using the alibata syllabary chart. Have them write the syllables in roman letters below the symbols *(Pilipino tayo)*. Below is a picture of a bamboo tube that the early Filipinos might have used for writing. Let the children decipher the message on the tube *(Basahin ito)*.

BUILDING SKILLS

Reviewing cluster dr

Write these two words on the board: *dragon, drama*. Read the words to the children and ask what initial consonant cluster they hear. Call on some children to underline the initial consonant cluster in the words.

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Write the groups of words below on the board. Read the three words in each row to the children and ask them to point to and underline the word containing the *dr* cluster.

kris, drowing, prutas
braso, trono, dromedaryo
dril, krema, tren
trak, drama, bruha

INTRODUCING GERUNDS

Say the following phrases to the children. After saying each, demonstrate what the phrase is expressing:

Pagsulat sa alibata (Write alibata symbols on the board.)

Paggawa ng manikang papel (Cut a paper doll.)

Pagbati ng mga Hapon (Bow to a child.)

Paggising sa umaga (Yawn and stretch arms.)

Write these words on the board: *pagsulat, paggawa, pagbati, paggising.* Ask the children what all the words have in common. Help them generalize that the addition of *pag* to a root word gives this meaning. Ask some children to underline the root in each word. Orally, use the gerunds in sentences to reinforce meaning.

Student Workbook, page 39. "*pag* Vocabulary": Ask the children to read each sentence, locate and underline the word with the *pag* prefix, trace the word in the written space, and match the sentence with the appropriate picture by drawing a line.

MULTIPLE IDEAS IN SENTENCES

Duplicate this exercise below or write it on the board:

Ang maliit na bato ay nasa likod ng malaking bahay.

Nasa likod ng bahay ang bato.
Maliit ang bahay.
Maliit ang bato.

Lumagpak ang maruming plato sa mesa.

Marumi ang mesa.
Lumagpak ang plato.
Marumi ang plato.

Ask the children to read the first sentence in each group, then the three sentences underneath it. They are to draw a line under each sentence that repeats an idea from the first sentence.

EXPANDING SENTENCES

Write these sentences on tagboard strips:

Malaki ang bahay.

Maganda ang panahon.

Kumain si Roger.

Sumulat si Elena.

Nagpasayal si Elmer.

Display them to the children one at a time. Call on several children to orally expand the sentence and add other details. Example:

Malaki ang bahay...NINA JOHN.
NA NASA TABI NAMIN.
AT MARAMING BINTANA.
PERO WALANG NAKATIRA DOON.

Spelling

Student Workbook, page 40. "Spelling 17": Inform the children that the words on the worksheet have three syllbles. They should pronounce each syllable carefully and write the word in the writing space. Teach and/or explain words which may be unfamiliar.

Key: *martilyo, kartero, sinturon, tutubi*
korona, klinika, granada, abrigo (shawl)

ADDITIONAL ACTIVITIES

RECOGNIZING THE MAIN IDEA

Duplicate the exercise below. Ask the children to read each story and the three titles below it. Have them draw a line under the best title for the story. Discuss why they made those choices.

Maganda ang panahon.
Maraming magsasaka sa bukid.
Nagtanim sila ng palay.
Kumain at umawit din sila.

Ang Awit sa Bukid
Ang mga Magsasaka
Ang Magandang Panahon

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Malungkot na malungkot ang bata.
Ayaw niyang pumunta sa paaralan.
Wala siyang kasama o kalaro.
Wala siyang kaibigan.

Ano ang Ginawa Niya?
Sino ang Batang Ito?
Bakit Malungkot ang Bata?

FINDING DETAILS IN SENTENCES

Prepare the exercise below. Have the children read the story and answer the questions by underlining *oo* or *hindi*.

Pumunta ang mga bata sa Chinatown. Sa isang tindahan, nakita nila ang malaking larawan ng isang dragon. Nakita rin nila ang sulat-Intsik sa mga tindahan. Masayang-masaya ang mga bata kasi marami silang nakita sa Chinatown.

Pumunta ba ang mga bata sa paaralan? *Oo* *Hindi*

Nakita ba nila ang larawan ng dragon? *Oo* *Hindi*

May sulat-Intsik ba sa mga tindahan? *Oo* *Hindi*

Malungkot ba ang mga bata? *Oo* *Hindi*

Marami ba silang nakita? *Oo* *Hindi*

ENRICHMENT

INFORMATION TO DISCUSS

Show the teaching picture "Development of Spoken and Written Languages" (111-115) . Discuss the pictures by pointing out that different groups

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of people learned to write symbols for the sounds in their language. Read aloud the name of each group of people shown in the picture. Stress that when writing was developed, communication improved because writing could reach a larger audience than speaking.

Oral Language

Provide two toy telephones for this activity. Ask two children at a time to carry on a telephone conversation in Pilipino. Have them think of topics to talk about, or you may suggest topics.

Art

Student Workbook, page 41. "Japanese Writing": Teach the children about the Japanese syllabary --the hiragana. Point out that just like the alibata, each symbol represents a syllable. The Japanese words on the worksheet are: sun - HI; bird - TORI; fish - SAKANA; mountain - YAMA; trees - HAYASHI.

Topic of story

To express the concept that ideas, beliefs and cultural vaues of a group of people are communicated through art forms, Japanese origami or the art of paper folding is presented in the selection. This lesson also requires the children to follow written and illustrated directions as they perform the two origami tasks in the selection.

Skills to be developed

Word Study Skills

Phonic Analysis: Review clusters with *l*

Other: Writing/spelling words by syllable; reading sight words

Comprehension Skills

Recalling details; using context clues

Vocabulary Skills

Language Development: Ordinal numbers; words that tell who did what, when, where

Structural Analysis: Review *pag* prefix

Study Skills

Following written and illustrated directions; classifying words by meaning and function; dictating a short story

Vocabulary

Review *papel, Hapon, gumawa, isda, eroplano, lang, ordinal numbers*

Introduce *origami, pagtiklop, maaari, ibon, lobo, gumupit, hugis, kuwadrado, sagutin, sundan*

Materials

AABC: 1. Student Worksheets (in Student Workbook):

"Using the New Words L29" (p. 42)

"Written Directions" (p. 43)

"*l* Clusters Review A" (p. 44)

"*l* Clusters Review B" (p. 45)

"Spelling 18" (p. 46)

"Context Clues" (p. 47)

"Composition III" (p. 48)

Other: index cards with vocabulary words

pictures: bird, balloon, shapes, square (optional)

squares of colored construction paper

PREPARATION FOR READING

REVIEWING ORDINAL NUMBERS

Write the ordinal numbers in a column. Beside the list, draw groups of shapes as shown below:

una
ikalawa
ikatlo
ikaapat
ikalima
ikaanim
ikapito
ikawalo
ikasiyam
ikasampu

Say: *Pipili ako ng isang trianggulo at itituro ko ang salitang magsasabi sa inyo kung aling trianggulo ang pinili ko. (Point to the word ikaanim.) Lagyan ng X ang trianggulong pinili ko. Call on a child to perform the task. Continue with the other shapes until all have been identified.*

NOTE: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary 1 / Reviewing prefix *pag*

Write the words below on the board and have them read. Ask the children to use each word in a sentence. Point out the affix *pag* in the words and ask the children to identify the root in each word.

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Write the word *pagtiklop* on the board and read it with the children. Establish its meaing by folding a piece of paper and describing the action: *Ganito ang pagtiklop ng papel.* Ask a child to locate and underline the affix *pag* in the word.

Introducing Vocabulary 2

Elicit the folowing words in a discussion: *maaari, ibon, lobo, gumupit, hugis, kuwadrado, sagutin, sundan.* If necessary, show pictures of the following while teaching the vocabulary: bird, balloon, shapes, square. The reading chart may look like this:

Maaari tayong pumunta sa sine.
Ang ibon ay pula.
Maraming lobo sa liwasan.
Gumupit ka ng isang hugis kuwadrado.
Sagutin ang tanong.
Sundan natin ang bata.

Read the sentences to the children and/or help them read the sentence themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them. Call attention to the cluster *dr* in *kuwadrado.*

Reviewing Vocabulary

Student Workbook, page 42. "Using the New Words L29": Ask the children to look at the picture of the bird swimming in the water and to read the question beside it. They should answer it by underlining *oo* or *hindi*. Ask them to explain their answers. Do the same for the second picture and question.

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In the next section, have them read the direction and the question. They should draw a line under the picture that best answers the question. In the bottom section, have the direction read. Ask the children to follow the broken line which shows the path that the cat took while chasing the mouse.

To practice and reinforce vocabulary, play any of the games suggested on pages 80-81.

READING

Setting the Purpose

Prepare the samples of *origami*, to show the children, using colored construction paper. Refer to any resource book on origami or follow the directions given in the selection in the reader.

Display the samples and identify them as examples of origami, an activity that children in Japan enjoy very much. Write the word on the board and read it with the children.Explain that in Japanese, ori means "to fold", and gami means "paper." Origami is a traditional Japanese art form *(sining)* that goes back many generations. Children all over Japan learn it at an early age.

Ask the children for a definition or description of origami (paper folding/ *pagtiklop ng papel).* Inform them that the next selection will be about origami. Have the story title *(Origami)* and the page number located on the Contents page.

Silent Reading

Before the children read the story, prepare squares of colored construction paper for them. Use lightweight paper to facilitate folding. The selection will require the children to follow written and illustrated directions; hence, close supervision is strongly suggested.

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Page 37:

Ano ang origami?

Ano ang maaaring gawin sa pagtiklop ng papel?

Saan galing ang origami?

Page 38-39:

Ano ang kakailanganin natin?

Anong hugis ng papel ang gagamitin natin?

Pass out the colored squares and ask the children to follow the illustrations on the page to make an airplane. If needed, guide them step by step. Call their attention to the ordinal numbers beside each illustration. After they finish making airplanes, let them share their work with one another.

Pages 40-41:

After they read the directions, pass out another set of colored squares to make balloons. Again, direct the children to look at the illustrations carefully while performing the task. Because this is somewhat more difficult than the first task, help the children who need more supervison.

Page 42:

Have the children read the last page orally and answer the questions.

Reading Follow-up

Talk about origami as an art form that expresses the ideas, beliefs and cultural values of the Japanese people. One of the aspects of Japanese culture often manifested in daily life is creating something beautiful and aesthetic from the simplest materials. Origami, with its use of plain paper, is one manifestation of this. The esthetic arrangement of food on a plate, paper shoji screens, ikebana (flower arrangement) are other forms of this cultural aspect. Show pictures of these examples if available.

Provide more origami tasks for the chilren. The following are useful resource books for the teacher:

Rainbow Book of Origami. San Francisco: Yasumoto and Co., 1965.

Nakamura, Eiji. *Flying Origami.* Tokoyo: Japan Publications, 1972.

Temko, Florence. *Paper: Folded, cut and sculpted.* New York: Collier Books, 1974.

Student Workbook, page 43. "Written Directions": Ask the children to read the written directions on the bottom part of the worksheet. Help them read the word *kahon* if needed. They should follow the directions given for each box.

KEY: 1. a black ball
2. a child wearing boots
3. sun
4. letters in the Pilipino alphabet

BUILDING SKILLS

Reviewing clusters with *l*

Write the words that have initial consonant clusters with *l* on the board and have them read. Ask the children to identify the initial cluster. Examples:

PL plato

KL klase

BL blusa

GL globo

If the children don't need this preliminary presentation, skip this part of the activity and proceed to the worksheets.

Student Workbook, pages 44-45. "l Clusters Reveiw": On Worksheet A, ask the children to identify each picture, then circle the cluster with which the word begins. On Worksheet B, have them identify each picture, then print the cluster with which the word begins. They may color all the pictures afterwards.

KEY: A. *plaka, blusa, klarinete*
globo, plato, plantsa
bloke ng yelo, klinika, pluma

B. *klase, pluma, globo*
blusa, plantsa, klinika

Words that tell who did what, when where

In the Needs and Interaction units, the children have been taught that certain groups of words in a sentence tell us certain things. Provide a cumulative activity that will bring together all these different elements in a sentence by preparing a sentence chart for the children. A chart pocket such as the one below may be used.

Ano?	*Sino?*	*Saan?*	*Kailan?*
pumunta	*ang bata*	*sa bahay*	*kahapon*

Ask each child to place an appropriate card in each of the four pockets until s/he forms a complete sentence. Below is a suggested list of words and phrases that may be printed on index cards for the children to use. Add other words and phrases to this list. Note that the basic conversational sentence pattern in Pilipino (PREDICATE + TOPIC) is used and not the inverted form with ay.

ANO?	SINO?	SAAN?	KAILAN?
Nagluto	*ang babae*	*sa bahay*	*kahapon*
Lumakad	*ang bata*	*sa sine*	*kagabi*
Kumain	*si Roger*	*sa Chinatown*	*isang araw*
Nagpasyal	*sina Mary*	*sa liwasan*	*kanina*

Reading sight words

Make a list of sight words that the children should be able to read without sounding out or reading each syllable. The list prepared for Lesson 22 may be used with more words added to it. Write the list on chart paper and have the children read as you point to each word.

For added reinforcement, write sentences similar to the ones below on the board. Display these words written on index cards in random fashion: *itlog, kanina, tren, kotse, bata, guro, bahay, ilog, sine.* Have the first sentence read aloud. Ask the children to choose all the displayed words that could complete the sentence. Follow the same procedure for the other sentences.

*Kumain tayo ng*_____.

*Mabilis ang*_____.

*Masaya ang*_____.

*Pumunta tayo sa*_____.

Classifying words by meaning and function

Write this incomplete sentence on the board: *Kumain ako ng*_____. Write these words on index cards and display them at random: *kanin, prutas, tren, madilim, siya, tinapay, itlog.* Ask the children to read the sentence and all the words silently, then to choose all the words that could complete the sentence. They should understand that all the words except *tren, madilim,* and *siya* can fill the blank.

Continue with: *Isang araw,* _____ ako sa liwasan. Show these words written on index cards: *nagpasyal, lumakad, nagpunta, maliit, mabilis, mesa.* All the words except the last three may complete the sentence.

Spelling

Student Workbook, page 46, "Spelling 18": Ask the children to identify each picture and to pronounce each syllable in the word carefully. They should spell each three-syllable word in

the writing space. Teach and/or explain words that are unfamiliar.

Key: *kurtina, kuneho, sundalo, brokuli palaso, pangkamay, lumakad, prinsesa*

Provide extra three-syllable words for spelling that contain a combination of syllable patterns that the children have learned: V, CV, CCV, diphthongs.

ADDITIONAL ACTIVITIES

Following written directions

Write simple directions on the board and call on children to read them and perform the task. Examples

Gumupit ng papel

Lumakad papunta sa mesa.

Bumasa ng libro.

Sumulat sa papel.

Magdrowing ng bahay.

Using context clues

Student Workbook, page 47. "Context Clues": Have the children read each word at the top of the worksheet. Point out the sentences below the words and the blocks beside the sentences. Tell the children that the number of blocks represents the number of letters in the word that will complete the sentence.

Ask the children to choose the word from the list above that will complete each sentence. They should write the letters of the word in the blocks.

Key: *papel, kahoy, bukid, tsa, manood*

Study Skills Practice

Student Workbook, page 48. "Composition III": Ask the children to examine the picture and to describe the event. Ask them to dictate a brief story about the picture or to give the picture a title. Write the dictated composition below the picture for each child.

ENRICHMENT

Oral Language

Have each child give oral directions in Pilipino to another child or to a group. The following situations may be given:

coloring a picture

going to another part of the room and picking up different objects

teaching a dance

showing how to perform a certain task

teaching game

Stress the importance of making the directions clear and specific.

Listening

Invite a resource person who is knowledgeable about arts and crafts of another culture to talk to the children about it. Examples: Hawaiian hula dance, Chinese calligraphy, African tie-dying, etc. The ideas learned in this lesson about how arts and crafts communicate beliefs and cultural values of a people should be reinforced and extended.

Topic of story

Mail services and how they enable people to communicate with one another are explored in this lesson. The path of a letter, from the time it is mailed to the time it is delivered, is traced in the selection. The children should realize that at a post office, there are other postal workers besides those who deliver mail: those who sell stamps, weigh packages, sort mail, etc.

Skills to be developed

Word Study Skills

Phonic Analysis: Review clusters with *r*

Other: Spelling sight words

Comprehension Skills

Recalling details; locating information; making inferences; recognizing sequence; summarizing information; interpreting sentences

Vocabulary Skills

Language Development: Words that tell why, expanding sentences

Structural Analysis: Review all affixes learned

Study Skills

Classifying words

Vocabulary

Review *gawain, sulat, galing, mangyayari, tren, trak, naku, pinsan, mahalaga*

Introduce *kartero, ayusin, tagadala, pagdating, bag, bapor, post office*

Materials

AABC: 1. Song, "Mamang Kartero" (96-97)

2. Student Worksheets (in Student Workbook):

"Using the New Words L30" (p. 49)

"Follow the Letter" (p. 50)

"*r* Cluster Review A" (p. 51)

"*r* Cluster Review B" (p. 52)

"Vocabulary Review V" (p. 53)

Other: index cards with vocabulary words

picture of a letter carrier

letters from local, out-of-town, or foreign sources

stamps and envelopes

PREPARATION FOR READING

NOTE: *If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.*

Introducing Vocabulary 1

Elicit the following words in a discussion: *ayusin, tagadala, pagdating, bag, bapor.* If necessary, show pictures of a ship and a big bag. The reading chart may look like this:

Ayusin natin ang mga libro.

Siya ang tagadala ng pagkain.

Kumain tayo pagdating ng nanay.

Malaki ang bag.

Gusto kong sumakay sa bapor.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Introducing Vocabulary 2

Show a picture of a letter carrier and identify his/her occupation *(Siya ay isang kartero/ Tagadala siya ng sulat).* Write the word kartero on the board and read it with the children. Tell the children that in the next selection, they will read about a letter carrier named Mr. Jones. Write the name on the board, and under it, this sentence: *Si Mr. Jones ay isang kartero.* Read the name and the sentences with the children.

Ask the children where Mr. Jones works, or where he gets the letters he delivers. When the words *post office* come up, write them on the board and have them read. Because it would be unrealistic to use a Pilipino translation for "post office," and because the children's future encounters with the post office will be in English, the English words are used in this selection.

Reviewing Vocabulary

Student Workbook, page 49. "Using the New Words L30": Direct the children to look at the picture at the top. Have them read the sentences beside the picture. Give these directions:

Salungguhitan ang pangalan ng lalaki sa larawan.

Salungguhitan ang salitang nagsasabi kung ano ang trabaho niya.

Salungguhitan ang mga salitang nagsasabi kung nasaan siya.

Have the word *kartero* traced. In the next section, ask them to read each sentence and to underline the word that will complete the sentence. In the bottom section, ask them to read each question and to draw a line under the word that will answer it (KEY: *eroplano, tren).*

To practice and reinforce vocabulary, play any of the games suggested on pages 80-81.

READING

Setting the Purpose

Ask the children if they've been inside a post office. Ask them to describe whom they were with, what they saw, and what they did. Have a discussion on why we need the post office.

Show several letters (from local, out-of-town and foreign sources) that you have personally received. Point out the return address, the postage stamp and the addressee. Talk about why all this information should appear on the envelope. (VOCABULARY: envelope/*sobre;* stamp/*selyo;* address/*direksiyon)*

Write the title *Ang Post Office* on the board. Have the title and the page number located on the Contents page.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Page 43:

Ano ang ginagawa ng lalaking ito araw-araw?

Basahin ang mga salitang nagsasabi kung ano ang dinadala/inihahatid ni Mr. Jones.

Basahin at sagutin ang tanong sa pahinang ito.

Pages 44-45:

Ano ang ginagawa ni Mr. Jones?

Ano ang inilagay ng bata sa sobre? Ano ang mangyayari kung walang selyo ang sobre?

Bakit kailangang ayusin ang mga sulat?

Anu-anong sasakyan ang nagdadala ng mga sulat?

Kung magpapadala kayo ng sulat sa Pilipinas, paano ito pupunta doon?

Pages 46-47:

Nasaan ang mga sulat ngayon?

Bakit kailangang ayusin ang mga sulat? Paano ito inaayos? (Point out that when letters get to a post office, they have to be sorted by local addresses.)

Paano ito makakatulong sa kartero?

Sino ang nagbigay sa kareto ng mga sulat na dapat niyang ihatid? Nakaayos na ba ang mga sulat na ito?

Ano ang gagawin ng isang kartero kung mayroon siyang isang mabigat na pakete na dapat dalhin? (Inform the children that most post offices use vehicles to deliver packages.)

Page 48:

Sino ang mga taong ito?

Nasisiyahan ba silang makatanggap ng sulat mula sa pinsan nila?

Sagutin ang mga tanong sa pahinang ito.

Reading Follow-up

To summarize, go over the basic steps involved in the mail service, pointing out that not all people working for the post office are letter carriers. There are .people who sell stamps, sort letters, transport mail, pick it up, weigh packages, cancel the stamps, etc. These are the basic steps:

Step 1: collection *(pangongolekta)*

Step 2: sorting *(paghihiwa-hiwalay)*

Step 3: transporting *(pagdadala)*

Step 4: sorting by local addresses *(pag-aayos ayon sa direksiyon)*

Step 5: mail carrier's pick-up *(pagkuha ng kartero)*

Step 6: delivery *(paghahatid)*

Student Workbook page 50. "Follow the Letter": Have the direction at the top read by the children. Explain that these pictures have to be cut up and mounted on a separate sheet of construction paper in correct sequence. Before doing the task, discuss each picture or step with the children. After they finish the work-sheet task, have them give a title for the picture story and write it under the pictures.

KEY:
1. lady mails a letter (B)
2. mail carrier collects letters (F)
3. postal workers sort letters (D)
4. trucks transport mail (A)
5. postal workers separate letters by addresses (G)
6. mail carrier picks up letters (C)
7. mail carriers delivers the letters (H)
8. man receives the letter (E)

BUILDING SKILLS

Contents page

Pass out the readers again and have the children open them to the Contents page. Recall the information that this page gives us.

Ask the following questions and have the children read aloud the title that answers each question. Then ask them to tell you what the page number is. To verify their answers, they may turn to the page number indicated.

Sa aling kuwento natin natutuhan ang pagsulat ng mga unang Pilipino? (ANG PAGSULAT SA ALIBATA, page 31)

Sa aling kuwento tayo natuto kung paano tayo makakapagpasiya/makakagawa ng disisyon? (ANO ANG GAGAWIN NAMIN, page 11)

Sa aling kuwento natin napag-aralan ang tungkol sa pagtatanim ng palay sa Pilipinas? (PAGTATANIM NG PALAY, page 22)

Ano ang pamagat ng tulang nabasa natin?. (MGA GAWAIN, page 20)

Aling kuwento ang tungkol kay Annie Takata? (ANG HARDINERA, page 16)

Aling kuwento ang tungkol sa isang bagong bata sa klase? (SI ELENA, page 1)

Reviewing cluster with *r*

Write the words that have initial consonant clusters with r on the board and have them read. Ask the children to identify the initial clusters. Examples:

PR	*prutas*
TR	*tren*
KR	*krus*
BR	*braso*
GR	*gripo*
DR	*dragon*

If the children don't need this preliminary presentation, skip this part of the activity and proced to the worksheets.

Student Workbook, page 51-52. "r Clusters Review": On Worksheet A, have the children identify each picture then circle the cluster with which the word begins. On Worksheet B, have them identify each picture, then print the cluster with which the word begins. They may color all the pictures afterwards.

Key: A. *braso, tren, prutas*

trono, dragon, gripo

prinsesa, krus, bruha

B. *drama, brokuli, groseri*

prinsipe, trak, krisantemo

Reviewing affixes

Review all the affixes the children have learned in the program by citing examples on the board, using the words in sentences, identifying the affixes and root words, and explaining what happens to the root word when a particular affix is added to it.

AFFIX	PART OF SPEECH	EXAMPLE
ma-	*adjective*	*MAsaya*
mag-	*verb*	*MAGkabit*
mag-	*noun*	*MAGkapatid*
ka-	*noun*	*KAsama*
taga-	*noun*	*TAGA-Hapon*
-an/-han-	*noun*	*simbaHAN*
-um-	*verb*	*dUMating*
naka-	*adjective*	*NAKAkapote*
taga-	*adjective*	*TAGAluto*
pang-	*adjective*	*PANGkamay*
pinaka-	*adjective*	*PINAKAmabilis*
pag-	*gerund*	*PAGsulat*

Words that tell why

Write these sentences on the board:

Nakadiyaket ang bata kasi malamig sa labas.

Malungkot si Elena kasi wala siyang kaibigan.

Galit ang guro kasi maingay ang klase.

Pumunta si Ted sa liwasan kasi gusto niyang magpasyal.

Have all the sentences read silently. Ask each of these questions and have the children respond by reading just the words that answer the question. Underline each phrase as the children respond.

Bakit nakadiyaket ang bata?

Bakit malungkot si Elena?

Bakit galit ang guro?

Bakit pumunta sa liwasan si Ted?

Ask what word was used in each question (bakit). State that certain words or groups of words in a sentence sometimes tell us WHY or give us a reason. These words or phrases answer the question *bakit* and are usually introduced in a sentence by the word *kasi*.

Spelling

Dictate several words from the list of sight words you have prepared in previous lessons. Because the stimulation this time is all oral, dictate simple one or two-syllable words only for spelling. Pronounce each word carefully so the children can hear the syllables well. If necessary, use the word in a sentence to establish meaning. Examples: *ito, lima, isa, ano, niya, tao, din, guro, una, kahoy, bruha, buhay, naku, nanay, tatay,* etc.

ADDITIONAL ACTIVITIES

Classifying Words

Write the pairs of words below on the board. Ask different children to read the pairs of words. Tell them that you are going to say a word that will go with a pair of words on the board.

kanin	*tinapay*
tatlo	*apat*
manok	*kambing*
magbasa	*magsulat*
kotse	*bapor*
Pilipinas	*Amerika*

Say the word *baka* and ask the children to look for a pair that goes with that word. When they point out *manok* and *kambing*, have them explain why. The pair may then be erased.

Expanding sentences

Write these sentences on tagboard strips:

Malamig sa labas.

Bumasa ang mga bata.

Nagalit ang nanay.

Para kay Anne ang regalo.

May tao sa bahay.

Display the sentences to the children one at a time. Call on several children to orally expand the sentences and add other details. Depending on the children's abilities, they may also do this as a writing activity. Examples of sentence expansions:

*Malamig sa labas...*AT NAKADIYAKET ANG MGA TAO.

PERO MAINIT SA LOOB NG BAHAY.

NG PAARALAN.

Interpreting sentences

Write the sentences below on strips of paper. Each child should get one strip. Have him/her glue the strip to the top of his/her drawing paper and read the sentence. S/he can then draw a picture illustrating the sentence.

Mahirap ang gawain ng magsasaka.

Ang baka sa bukid ay masayang-masaya.

Walang papel ang mga unang Pilipino.

Pagtiklop ng papel--ito ang origami.

Maraming sulat sa post office.

Study Skills Practice

Student Workbook, page 53, "Vocabulary Review V": Have the children read the words in each box to themselves. Say one of the words and ask the children to underline the word you said.

KEY: Row 1 *kartero, tagadala, bapor*

Row 2 *ibon, ikasampu, dragon*

Row 3 *gumupit, pagtiklop, sundan*

Row 4 *papel, tunog, pinakamalungkot*

ENRICHMENT

Information to discuss

Teach the children how to address an envelope. Point out the information that an envelop needs in order for the letter to reach its destination. Ask each child to write his/her name, address and zip code on a piece of paper. Explain what a zip code is for--to help the people in the post office sort the letters so that they can be delivered without delay.

Song

Teach the song *"Mamang Kartero"* (pages 96-97).

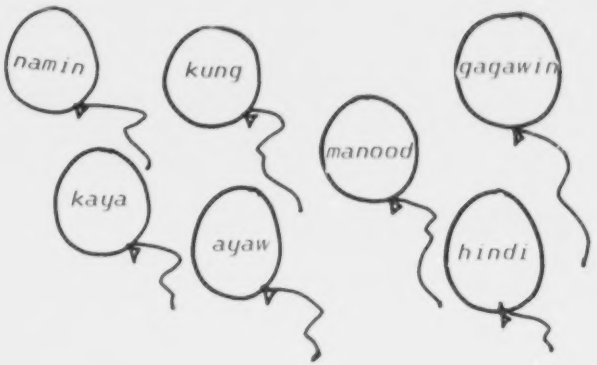
ORAL LANGUAGE

Ask the children to pretend that they are in the Philippines. They go to the post office to mail a letter to a friend in the United States. Have them role play a situation in which they have to ask how much postage is needed, and the length of time that the letter or package will take to reach the United Staes. You may play the part of the postal worker.

Reinforcement Games
Mga Larong Pampagsasanay

Reinforcement games

1. Draw this on the board:



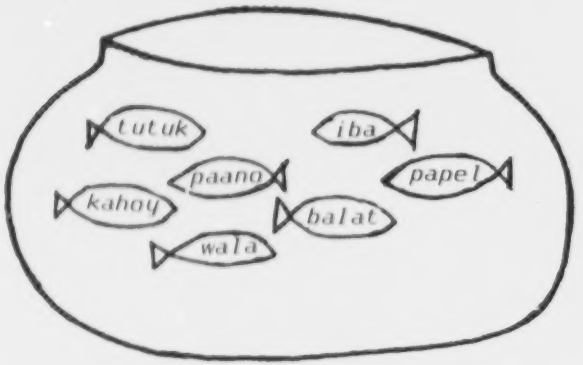
Tell the children that you will say a word that's written inside one of the balloons. Call on a child to locate the word, and "pop" the balloon by erasing it. Continue until all words have been read, after which you may draw another set of balloons.

2. Write the vocabulary words on index cards. Ask the children to sit in a semicircle. Have a small ball ready. Sit facing the children with the stack of word cards in front of you.

As you show a card, throw the ball to a child. Have him/her read the word and throw the ball back to you.

3. Write the vocabulary words on the board and number them 1, 2, 3, 4, etc. Print numbers on small cards and put them in a box. Have each child draw numbers from the box and read the corresponding word on the board.

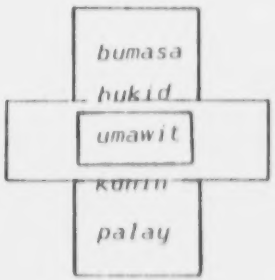
4. Draw a fish bowl or an aquarium on the board. Draw several fish inside the bowl and write the vocabulary words on the fish. It may look like this:



Point to a fish and call on a child to read the word. If she reads it correctly, s/he may erase the word. Draw more fish as needed.

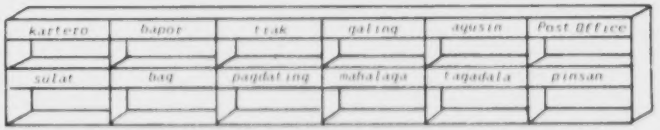
5. Prepare a word tachistoscope. Get a medium-sized piece of cardboard. Cut two parallel slits wide enough to let a word list slip through. Show only one word at a time.

Write the vocabulary words on a strip of paper and run it through the tachistoscope. Ask a child to pull the list through slowly and have the children read the word showing in the "window." The tachistoscope may look like this:



6. Write the vocabulary words on index cards and put them in a box. Call on a child to reach into the box, pull out a card, read the word and show it to the group. Have him/her use the word in a sentence. Continue until all the words are read.

7. Play "Post Office." Write each of the vocabulary words on a separate envelope to simulate letters to be delivered. Put all the envelopes in a bag or sack that will simulate a letter carrier's pouch. Draw this on the board:



Tell the children to reach inside the bag for an envelope, read the word on it, and deliver the "letter" to the mailbox with a matching word. You may attach a piece of masking tape on the back of the envelope to make it stick to the board. Write other words on the mailboxes as needed.

8. Cut different flowers or flower shapes out of construction paper. Write vocabulary words on index cards and attach one to each flower. Mount the flowers on the bulletin board, or with on the chalkboard with masking tape.

Tell the children that these are flowers in a garden. Say a word and ask a child to come "pick" a flower that has that same word. S/he may keep the flower. Whoever picks the most flowers wins the game.

9. Construct a "fairy wand" by attaching a paper star to the end of a stick. Write the vocabulary words on the board. Ask a child to touch one or several words and call on another child to read it/them. If the child reads the words correctly, s/he may go to a section of the room designated as Fairyland.

Evaluative Test and Reading Skills Checklist

Pagsusulit na Pahalga at Talaan ng mga Kasanayan sa Pagbasa

Evaluative test and student profile

This evaluative test for the Interaction units consists of four parts: 1) word recognition, 2) knowledge of initial consonant clusters, 3) knowledge of affixes, and 4) story comprehension. While it is meant to evaluate the children's mastery of the skills taught in the Interaction units, it can also be used for pre and posttesting purposes. The teacher should administer it on a one-to-one basis.

The test worksheets may be found in the Student Workbooks. These require the child to underline words, write letters and words in blanks, read a story, and answer questions orally.

A Student Profile is provided for the teacher to record each child's progress. The profile covers both reading and oral language skills. Note that some of the entries on the profile are all in capitals, others not. Those in capitals stand for skills that were tested in the evaluative test. The other skills are to be observed by the teacher. Put a check mark opposite the child's name if s/he meets minimum requirements. Put an X if s/he does not meet minimum requirements.

Test I. *Word Recognition* (20 points)

Instructions

1. Say: *Sasabihin ko ang isa sa tatlong salitang nasa bawat kahon. Pagkatapos, gagamitin ko sa pangungusap ang salita. Salungguhitan (underline) ang salitang sinabi ko. Tingnan ang lahat ng mga salita sa kahon bago mo markahan ang sagot mo.*

2. Say each word below; read the sentence that goes with it; repeat the word. Make sure the child is marking his/her answer in the right row and the right box.

Row 1	*ayaw:*	*Ayaw* niyang mag-aral.
	tabi:	Ang bola ay nasa *tabi* ng mesa.
	gawain:	Marami akong *gawain* sa bahay.
	kartero:	May sulat ang *kartero* para sa akin.
	kahoy:	Kailangan natin ng *kahoy*.

Row 2 *magkabit:* *Magkabit* tayo ng dekorasyon.

uod: May *uod* sa halaman.

pagtatanim: Mahirap ang *pagtatanim* ng palay.

bapor: Malaki ang *bapor.*

gumupit: *Gumupit* ng papel.

Row 3 *ikaanim:* Siya ang *ikaanim* na bata sa klase.

tunog: Ano ang *tunog* na ito?

huwag: *Huwag* kang matakot.

katulad: Ang diyaket niya ay *katulad* ng sa akin.

gumising: *Gumising* nang maaga bukas.

Row 4 *mabigat:* *Mabigat* ang kahon.

ibon: May *ibon* sa puno.

mahirap: *Mahirap* magtanim sa bukid.

pang-damo: Ang lawn mower ay makinang *pang-damo.*

maaari: *Maaari* silang maglaro.

Test II. *Knowledge of Consonant Clusters* (12 points)

Instructions

1. Say: *Tingnan ang larawan sa kahon. Sasabihin ko ang pangalan ng larawan. Tingnan ang mga titik sa ilalim ng larawan. Bilugan ang mga*
c *simulang titik ng salita.*

2. Identify each picture as follows:

   Row 1 DR*agon*, BR*aso*, KR*us*

   Row 2 GR*ipo*, TR*en*, DR*owing*

   Row 3 BR*uha*, GR*upo*, TR*ono*

   Row 4 GR*oseri*, DR*ama*, PR*utas*

Test III. *Knowledge of Affixes* (5 points)

Instructions

1. Say: *Basahin ang mga "salita" sa itaas. Idadagdag natin ito sa mga salitang-ugat sa ibaba.*

2. Ask the child to look at the picture in each row. Have him/her read the root word beside it and choose the affix at the top which can be added to the root word to tell about the picture. Say: *Alin ang idadagdag natin sa salitang-ugat na ito na magsasabi sa atin tungkol sa larawan?*

   Row 1 TAGA*luto*

   Row 2 PINAK*amalaking*

Row 3 PANG-*sulat*

Row 4 TAGA*linis*

Row 5 PAG*tiklop*

Test IV. *Story Comprehension* (10 points)

Instructions

1. Ask the children to read the story silently.

2. Afterwards, ask these questions to test specific comprehension skills (Note: Give one point for each correct response. For questions that require inferring information, determining the main idea or drawing conclusions, the child's response should be similar or fairly close to the expected response(s) in parentheses:

   a. Recalling details

      Saan nagpunta ang pamilya ni Luis? (SA GROSERI NI MR. JONES)

      Ano ang nakita ni Luis sa groseri? (GULAY, PRUTAS, KARNE, TINAPAY, ETC.)

      Anu-ano pa ang pinuntahan nila? (TINDAHAN NG PLAKA, DAMIT AT HALAMAN)

      Anu-ano pa ang ginawa nila? (NAGPASYAL, LUMAKAD AT KUMAIN)

   b. Making inferences

      Malaki ba ang groseri? Paano mo nalaman? (OO/SIGURO, MALAKI; KASI MARAMING NAKITA SI LUIS SA LOOB)

   c. Locating information

      Basahin ang mga salitang nagsasabi kung bakit gumising nang maaga si Luis. (MARAMI SIYANG GAGAWIN NGAYONG ARAW NA ITO.)

      Basahin ang mga salitang nagsasabi kung ano ang ginawa nila sa groseri. (SILA AY BUMILI NG MGA PAGKAIN NA KAILANGAN NILA SA BAHAY.)

   d. Determining cause and effect

      Bakit napagod si Luis? (MARAMI SILANG GINAWA; SA KALALAKAD BUONG ARAW; ETC.)

   e. Drawing conclusions

      Sa palagay mo, bumili kaya ang tatay ng maraming bagay para kay Luis? Paano mo masasabi? (GIVE ONE POINT FOR ANY ACCEPTABLE RESPONSE FROM THE CHILD.)

   f. Determining the main idea

      Ano ang magagandang pamagat para sa kuwentong ito? (GIVE ONE POINT FOR ANY ACCEPTABLE RESPONSE FROM THE CHILD.)

3. If desired, you may ask the child to read the story orally to check oral reading skills.

TOTAL POINTS: 47

VOCABULARY LIST (Interaction)

The following words introduced in the Level One Interaction units. The child should demonstrate the ability to recognize at least 80% of these words.

A
adobo
awit
ayaw
ayusin

B
babae
bakit
balat
bag
bapor
bukid
bumati

K
kagabi
kahoy
kambing
kartero
katulad
kawayan
kaya
kuwadrado

D
dekorasyon
dumating

E
Elena
Elmer

G
gagawin
galing
galit
gawain
gumising
gumupit

H
hardinera
hugis
huwag

I
iba
ibon
ikaanim
ikapito
ikasampu
ikasiyam
ikawalo

L
lason

M
maaari
maaga
mabigat
maganda
magkabit
maghanda
magsasaka
magsimula
magugustuhan
mahirap
malungkot
manood
masaya
mawala

N
nakikita
nagsalita
Nora

O
origami

P
pagdating
pagsulat
pagtatanim
pagtiklop
palay
pang-damo
papel
para
pista

S
sagutin
sinabi
sino
sundan

T
tabi
tagaalaga
tagadala
tama
tanim
titik
tumulong
tunog

U
umaga
umawit
umupo
uod

Phonics

gripo
groseri
grupo

dragon
drama
drowing

STUDENT PROFILE (Interaction)

STUDENT	READING																		ORAL LANGUAGE				
	Word Study					Comprehension						Vocabulary		Study									
✓ meets minimum requirements × does not meet minimum requirements	RECOGNIZES VOCABULARY	RECOGNIZES CONSONANT CLUSTERS	Recognizes diphtongs	Recognizes vowels and consonants	Spells words by syllable	RECALLS DETAILS	LOCATES INFORMATION	DERIVES INFORMATION FROM PICTURE CLUES	MAKES INFERENCES	RECALLS MAIN IDEAS	SUMMARIZES INFORMATION	RECOGNIZES ROOTS & AFFIXES	Builds sentences with phrases	Alphabetizes	Follows oral directions	Classifies words	Locates book parts	Identifies him/herself	Describes objects in environment	Participates in role-playing and dramatizations	Expresses him/herself in discussions	Reads orally

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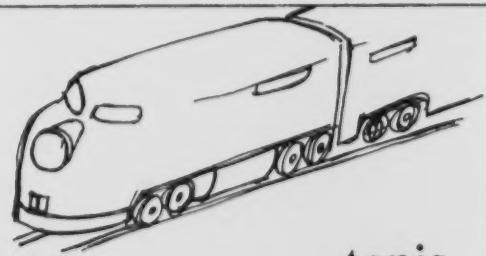
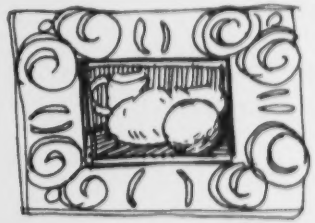
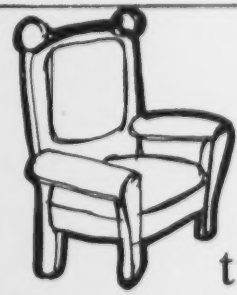
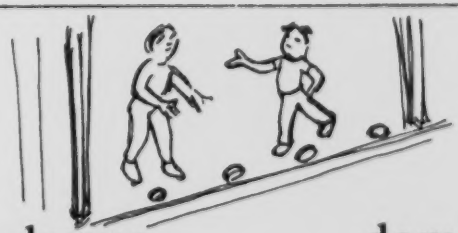
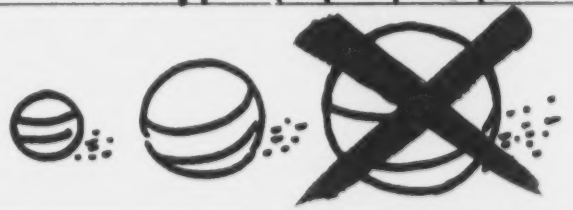
Test Worksheets
Mga Pampagsusulit na Gawaing-papel

adobo awit ayaw	tabi tanim titik	galit galing gawain	hardinera kartero magsasaka	kahoy kaya kagabi
maghanda magkabit magsimula	uod lason palay	pagsulat pagtatanim pagtiklop	bag bapor bukid	umawit bumati gumupit
ikawalo ikasampu ikaanim	tunog tama tabi	huwag bakit sino	kambing kawayan katulad	babae gumising papel
masaya malungkot mabigat	iba ibon ikasiyam	mahirap mawala maaga	pang-damo pista para	umaga maaari umupo

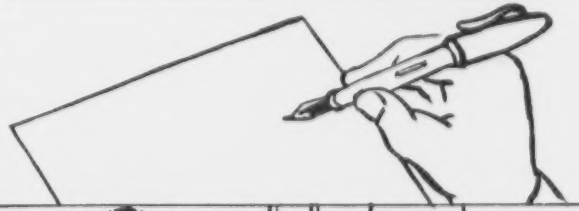
dragon damit	baso braso	kung krus
gripo ginto	 tren tenis	 doon drowing
bula bruha	guro grupo	 tono trono
groseri gusali	 drama dama	puti prutas

taga	pang	pinaka	pag

_____ luto

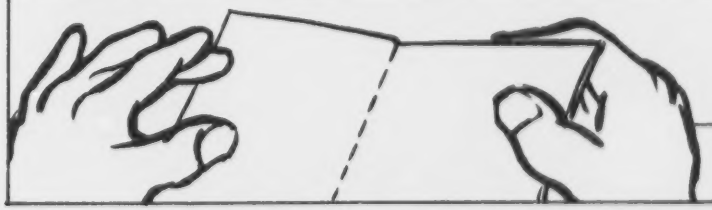


ang _____ malaking bola



_____ sulat ang pluma.

_____ linis



_____ tiklop ng papel

Isang araw, maagang gumising si Luis. Marami siyang gagawin ngayong araw na ito. Pumunta ang pamilya nila sa groseri ni Mr. Jones. Maraming bagay ang nakita ni Luis doon. May mga gulay, prutas, karne, tinapay, itlog, gatas at iba pa. Sila ay bumili ng mga pagkain na kailangan nila sa bahay.

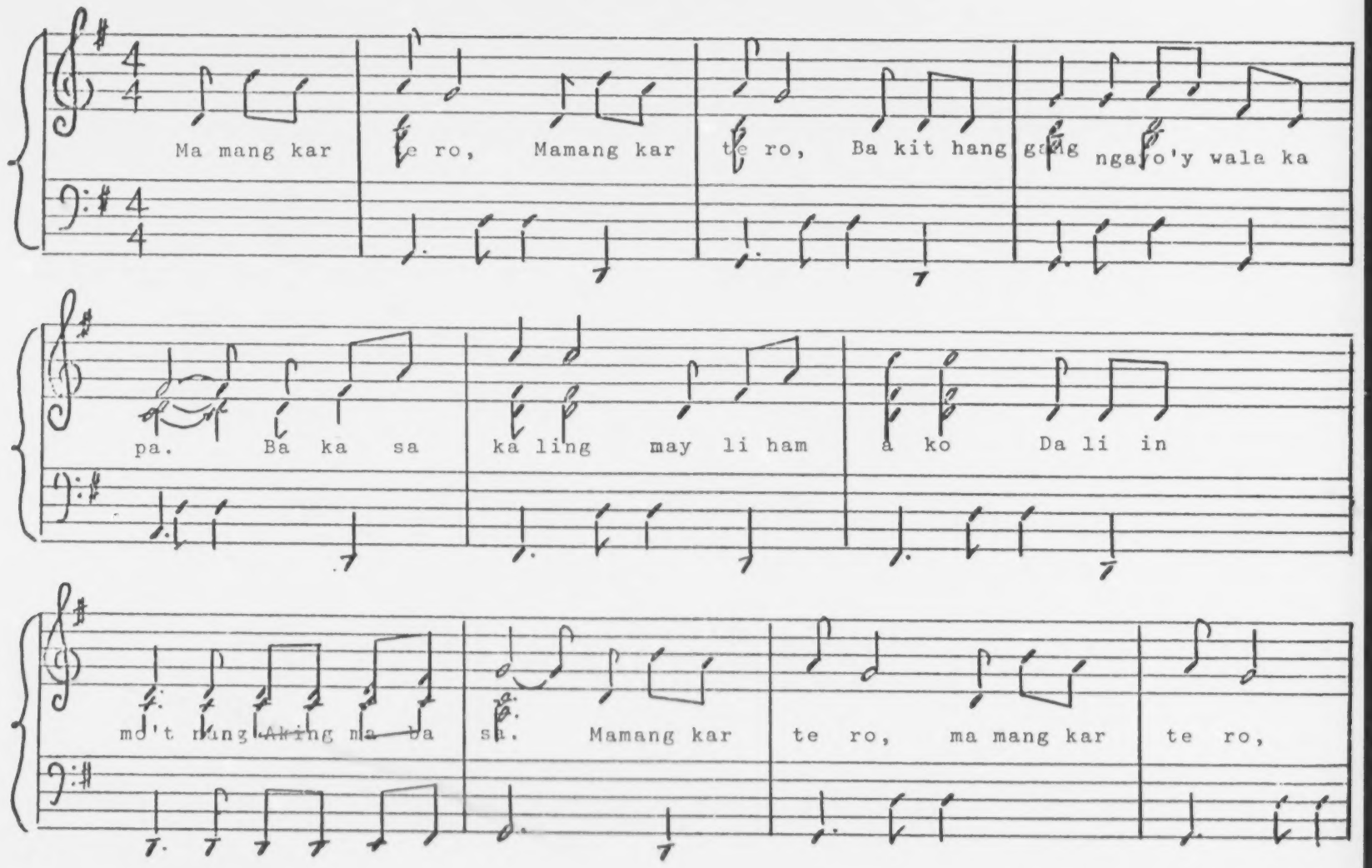
Pumunta rin sila sa tindahan ng plaka, sa tindahan ng damit, at sa tindahan ng halaman. Doon sa mga tindahang iyon, bumili ang tatay ni Luis ng maraming bagay. Masayang-masaya si Luis. Lumakad, nagpasyal at kumain din sila.

Pagdating nila sa bahay, pagod na pagod si Luis.

RESOURCE MATERIALS

HANGUAN NG MGA KAGAMITAN

Materials for Unit 2
Mga Kagamitan para sa Yunit 2


Ma mang kar te ro, Mamang kar te ro, Ba kit hang gang ngayo'y wala ka
pa. Ba ka sa ka ling may li ham a ko Da li in
mo't mang Aking ma ba sa. Mamang kar te ro, ma mang kar te ro,

262

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A lam na
ming ma a a sa han
ka, U mu la't U
ma raw, ka hit mag
is no, La hat ng
li ham ay i yong da
la.

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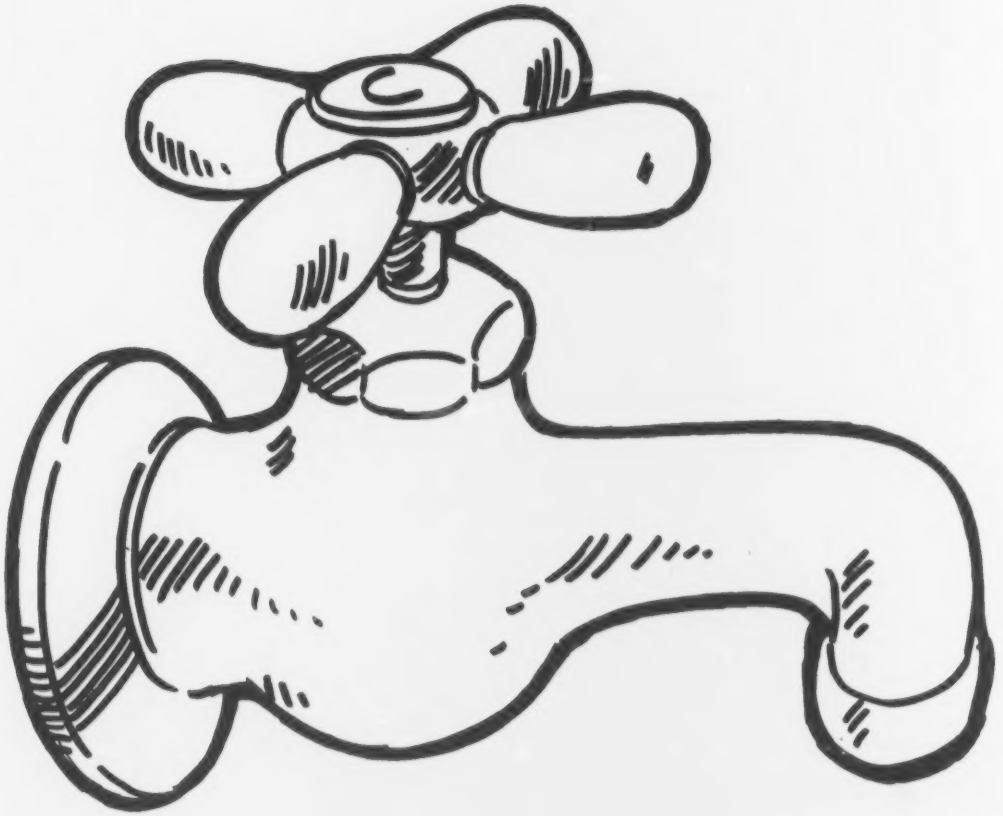

gripo

grupo

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groseri

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dragon

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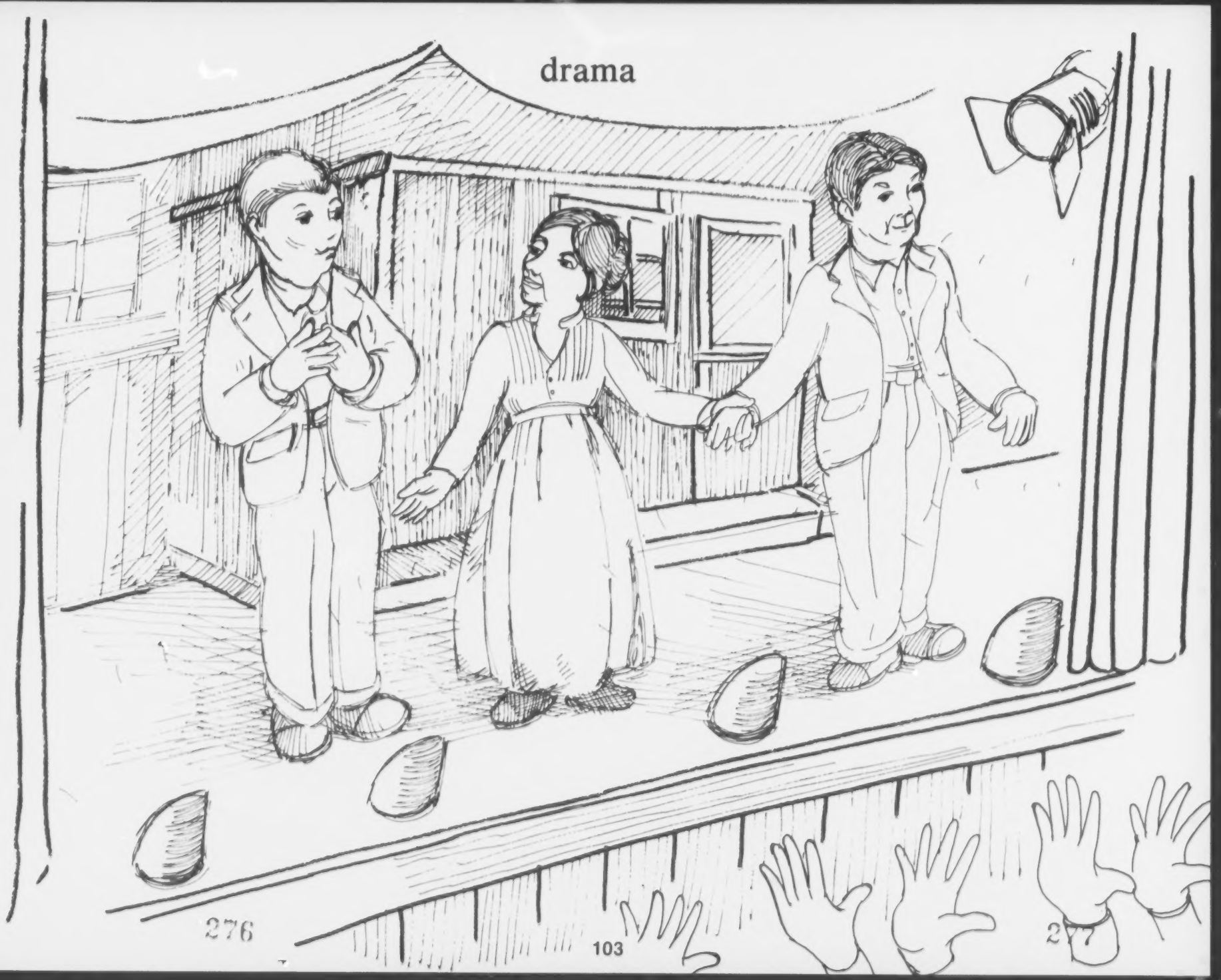
275


drama
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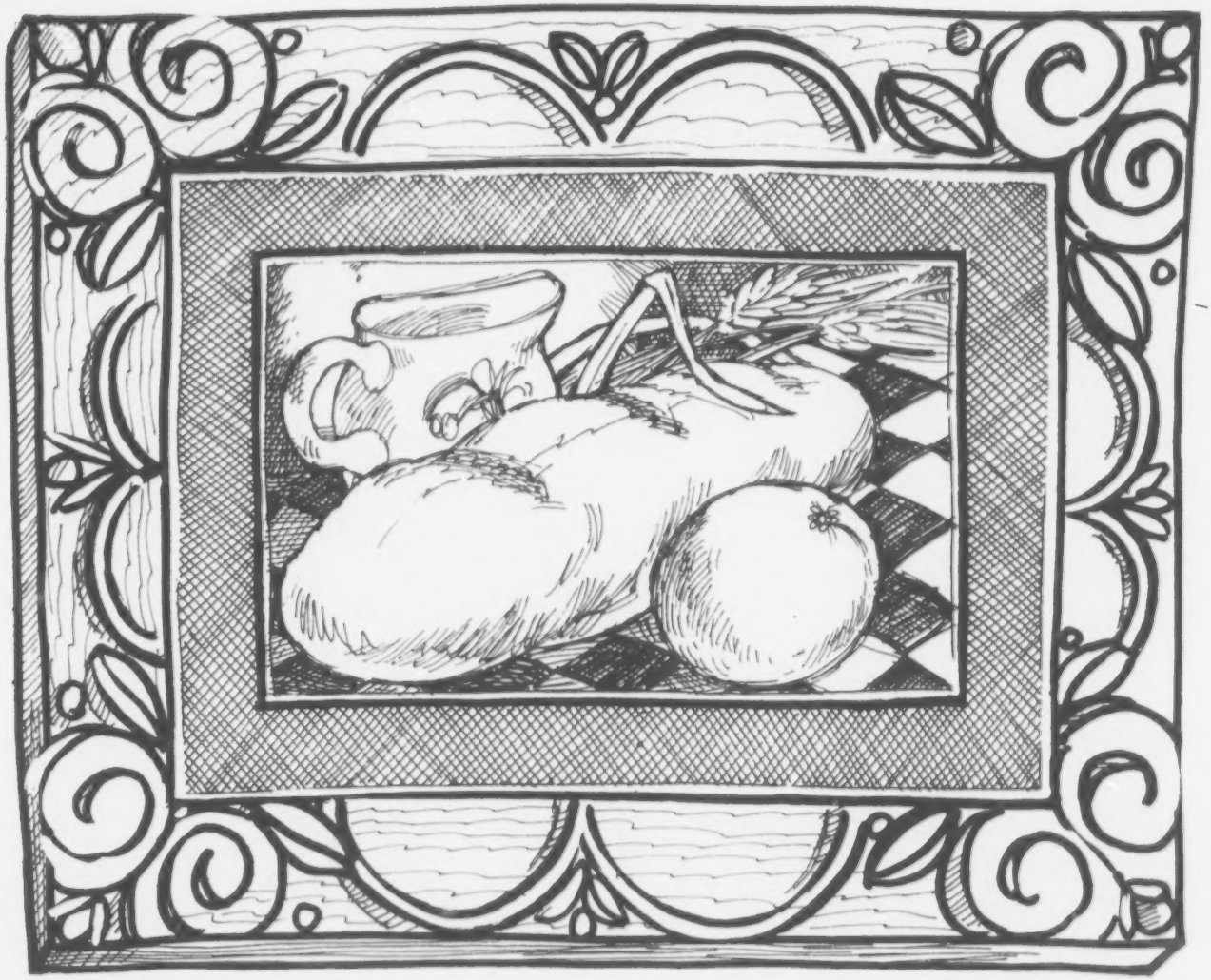

drowing

104 BEST COPY AVAILABLE

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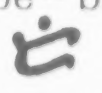
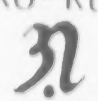
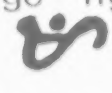
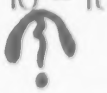
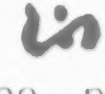
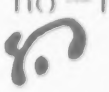
Materials for Unit 3
Mga Kagamitan para sa Yunit 3

EARLY FILIPINO WRITING

a e – i o – u

B	ba	be – bi	bo – bu	K	ka	ke – ki	ko – ku
							
D	da	de – di	do – du	G	ga	ge – gi	go – gu
NG	nga	nge – ngi	ngo – ngu	L	la	le – li	lo – lu
							
M	ma	me – mi	mo – mu	N	na	ne – ni	no – nu
							
P	pa	pe – pi	po – pu	H	ha	he – hi	ho – hu
							
S	sa	se – si	so – su	T	ta	te – ti	to – tu
W	wa	we – wi	wo – wu	Y	ya	ye – yi	yo – yu

PAGLINANG NG PAGSASALITA AT PAGSUSULAT NG ISANG WIKA
DEVELOPMENT OF WRITTEN LANGUAGES

CHINESE

INTSIK

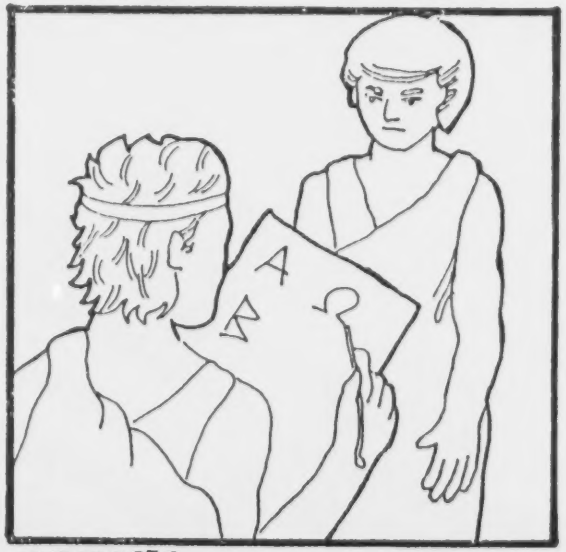
EGYPTIANS

EHIPTO

ROMANS

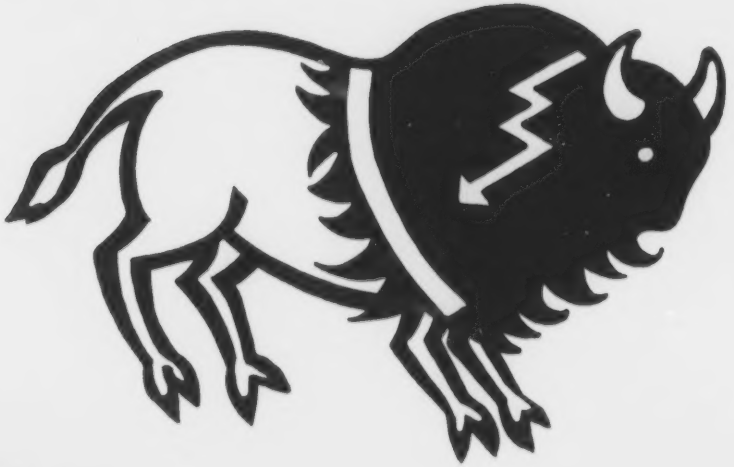
ROMANO

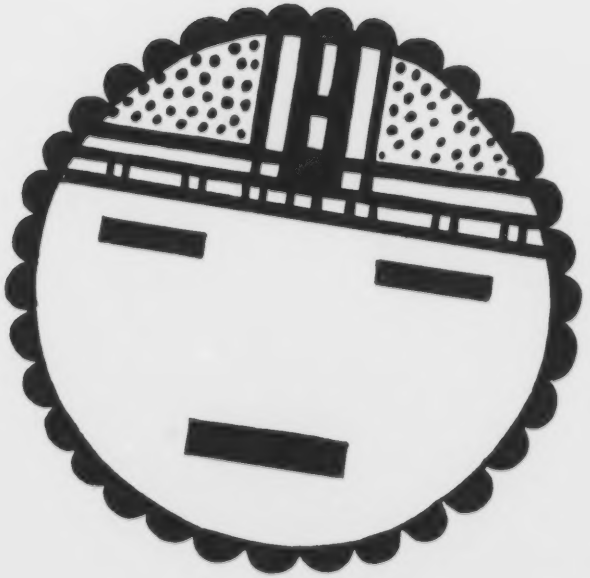
PHOENICIANS



GREEKS

GRIYEGO





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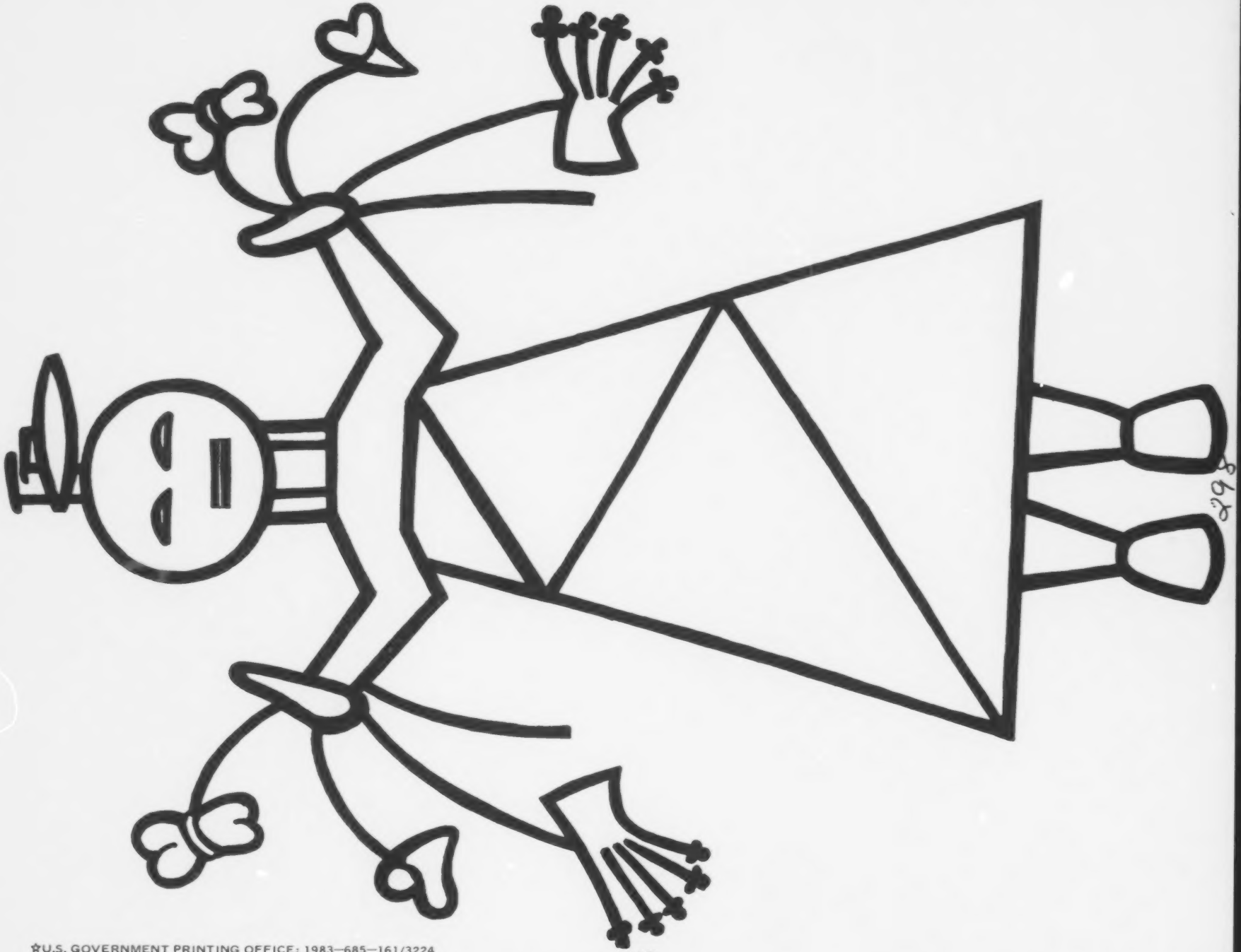

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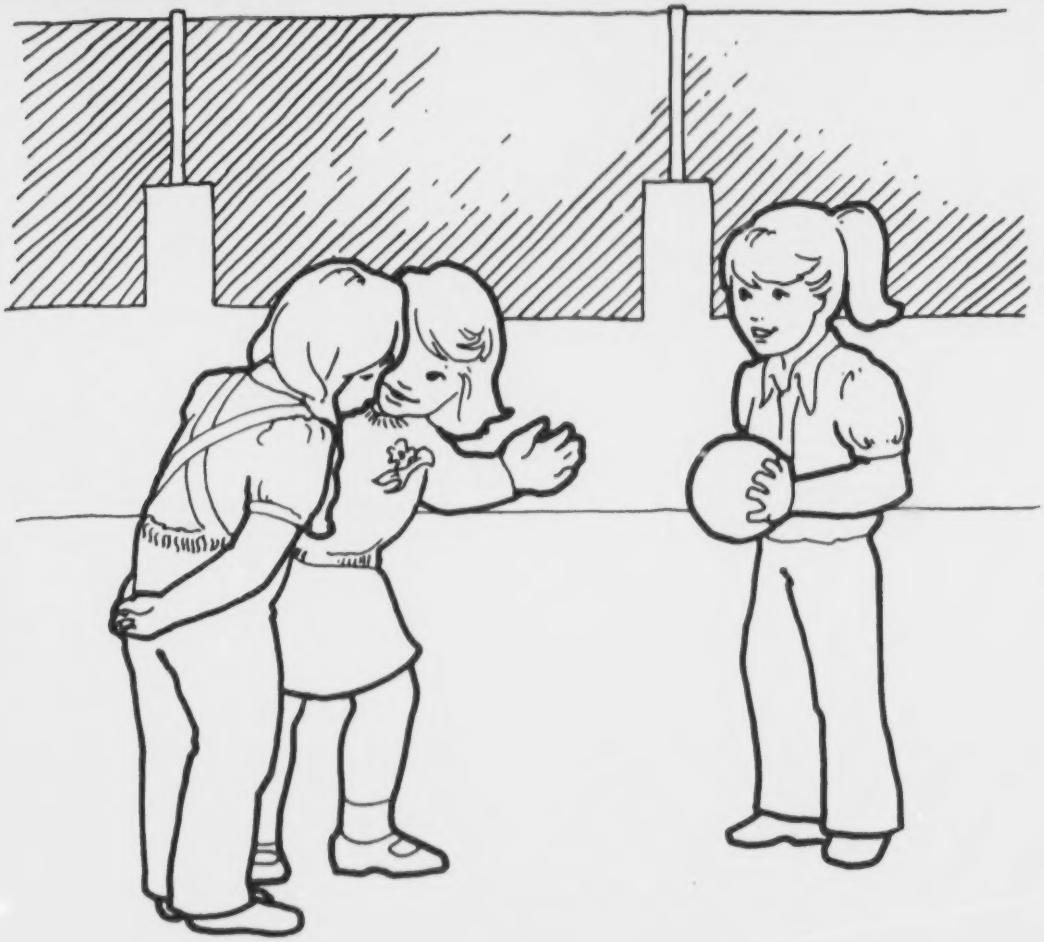

GAWAING-AKLAT NG MAG-AARAL
STUDENT WORKBOOK

Sining ng Wika Unang Antas
Language Arts Level One

Interaction
Pakikisalamuha

Asian American Bilingual Center

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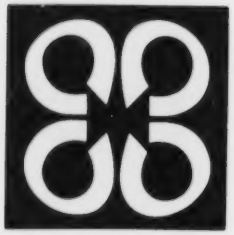

Asian American Bilingual Center

Developed by

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Bakit masaya si Elena?

masaya bakit

Nagsalita ang babae.
Oo Hindi

Malungkot ang bata.
Oo Hindi

Nasa tabi ng manok ang kabayo.
Oo Hindi

Umupo ang prinsipe.
Oo Hindi

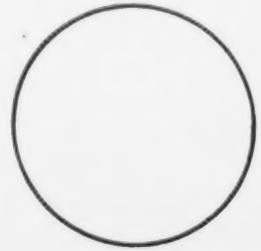
Gusto nilang lumangoy.
Tama Hindi tama

Magugustuhan nila ang ilog.
Tama Hindi tama

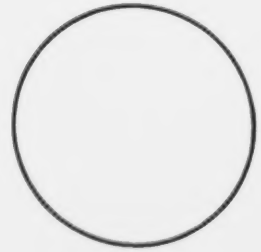
May pusa sa ilog.
Tama Hindi tama

Sumakay sina Luis sa eroplano.
Papunta sila sa Amerika.
Masayang-masaya siya.

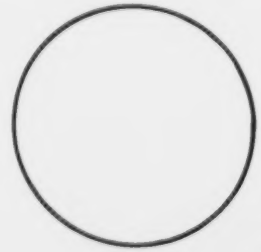
Pumunta ang pamilya ni Nina sa liwasan.
Naglaro at lumangoy ang mga bata.
Pagod na pagod si Nina.

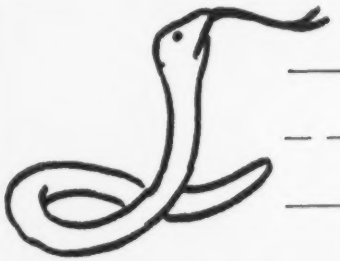


Hindi makita ni Ben ang diyaket niya.
Hanap dito. Hanap doon.
Nasaan ang diyaket?



Nasa paaralan si Elena.
Wala siyang kalaro.
Hindi siya nagsalita.





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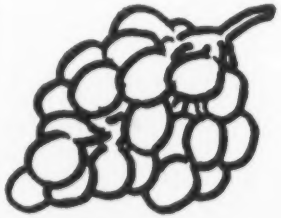

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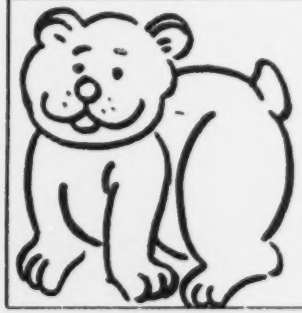

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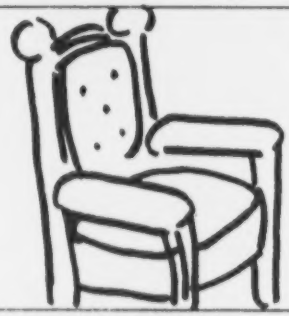
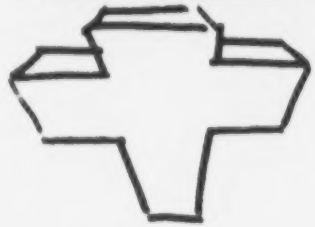
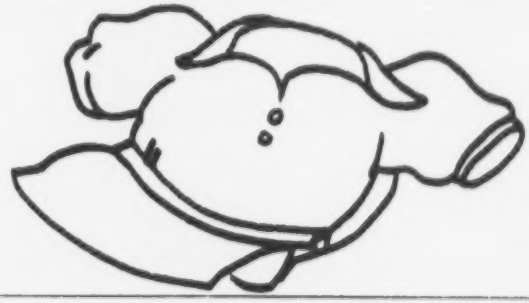
Sabihin ang pangalan ng bawat larawan. Lagyan ng X ang simulang kambal-katinig ng salita.

kl pl pr		br pr tr	
tr pr br		kr kl pr	
kl br bl		pr pl br	
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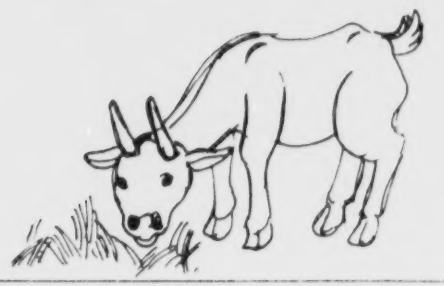
Tingnan ang mga larawan. Basahin ang mga pamagat sa ibaba. Piliin ang nararapat na pamagat para sa bawat larawan. Isulat ito sa ilalim.

Maglaro Tayo sa Ulan

Ang Mahabang Tren

Ang Babaing Malungkot

Mahalaga ang Pagkain



May kambing sa bukid.

kambing bukid

Galit ang babae.

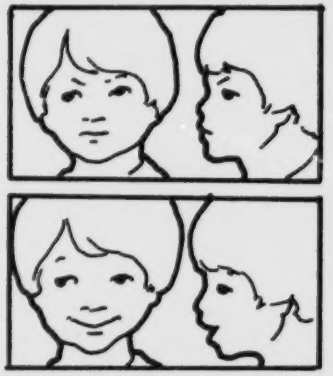
Huwag maglakad dito.

Bumati si Tito sa guro.

Ano ang sinabi ng nanay?

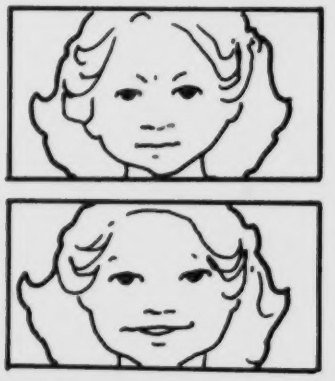
Nasa klase si Juan.

Maingay na maingay siya.



Nakita ni Elena si Janet.

"Magandang umaga, Janet," sabi ni Elena.



"Maglinis tayo ng bahay," sabi ng nanay.

Hindi naglinis ang bata. Naglaro siya.

ulan

no

raw

pa

log

la

ras

ba

Tingnan ang mga larawan. Basahin ang mga pamagat sa ibaba. Piliin ang nararapat na pamagat para sa bawat larawan. Isulat ito sa ilalim .

Araw at Gabi

Bakit Galit si Nina?

Sa Tabi ng Ilog

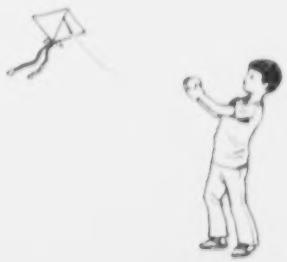
Ang Pana at Palaso

Gustong manood ng TV nina Elmer, Nora at Carlos.

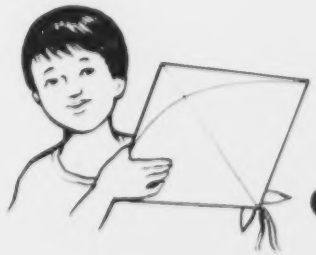
manood

Ano kaya ang gagawin ni

Elmer?



Nora?



Carlos?

Ayaw ng batang

lumangoy

maglaro

uminom

kumain

Ano ang gagawin ng batang ito?

Nasa loob ng bahay ang batang ito.
Wala siyang kasama.
Walang klase sa paaralan.

manood ng TV

maglaro sa labas

gumawa ng larawan

magpasyal sa paligid

luto ng pagkain

kuha ng larawan

sagot ng telepono

pinta ng bahay

1. Maliit ang aso.

_____ ay _____.

2. Naglinis ang nanay.

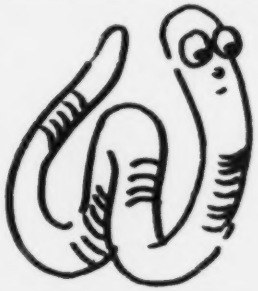
_____ ay _____.

3. Kumain si Luis.

_____ ay _____.

4. Maganda ang larawan.

_____ ay _____.



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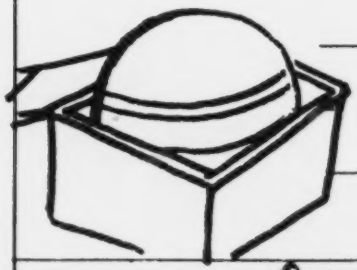

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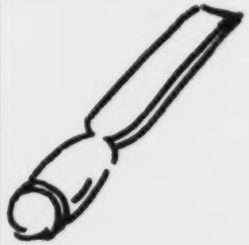

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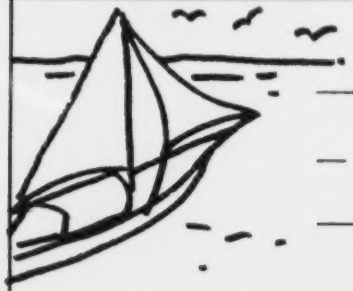

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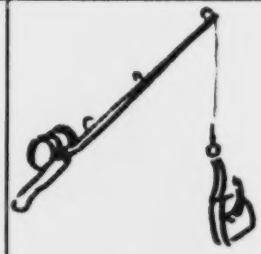

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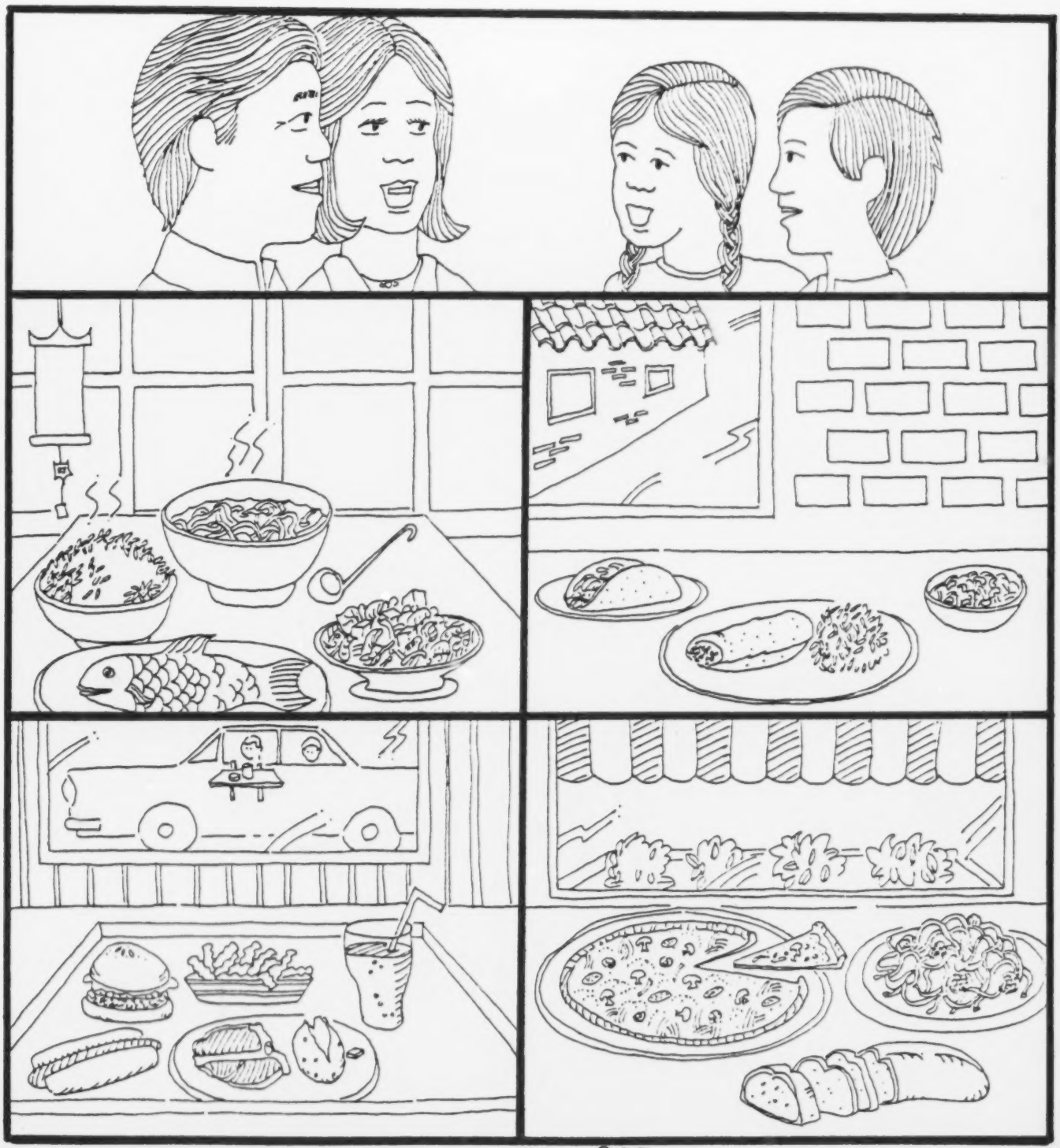
KAINAN SA LABAS



1. Pula ang blusa.

_____ ay _____

2. Malaki ang krus.

_____ ay _____

3. Nagtago sina Ben at Luis.

_____ ay _____

4. Marumi ang paligid.

_____ ay _____

Ang babaing ito ay isang hardinera.

hardinera

Taga-alaga siya ng mga halaman.

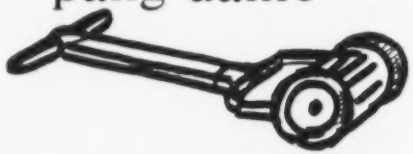
taga-alaga

Mahirap ang gawain niya.

gawain

Ang makinang ito ay _____

pang-damo pang-tubig



Ito ay _____.

kambing uod

Ito ay _____.

lason pagkain

Maagang _____ ang batang ito.

matulog gumising

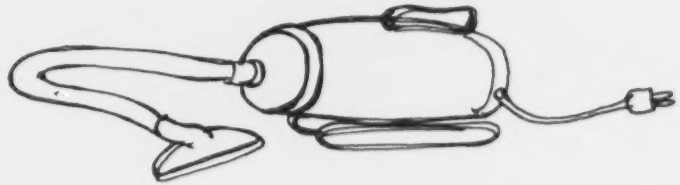
Kailangan niyang tingnan ang mga halaman.

Mahirap ang gawain ng hardinera.

Kailangan niyang gumising nang maagang-maaga.

Kailangan niya ng mga makinang mabigat.

pang sulat ito.

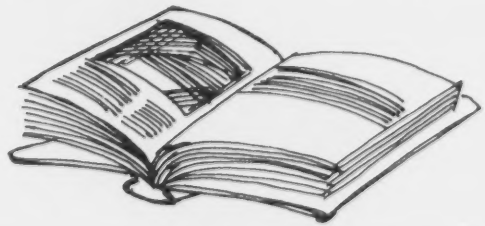


pang pinta ito.

pang linis ito.

pang paaralan ito.

pang kamay ito.

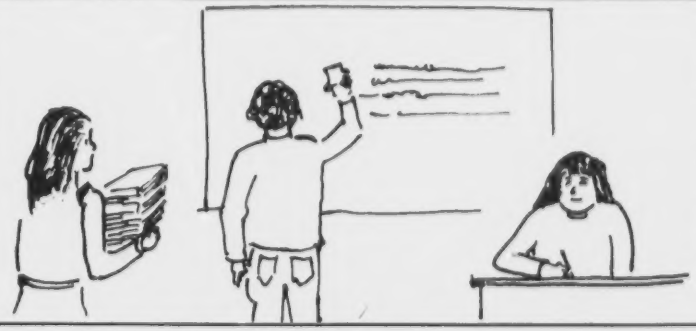


Tayo ay tumulong na
maglinis sa bahay.

tumulong

Maghanda na kayong
mag-aral.

maghanda



Nasa bahay ang mga bata.
Tumulong ang mga bata sa guro.
Nasa klase ang mga bata.
Hindi tumulong ang mga bata sa guro.

Kailangang maghanda bago
pumunta sa paaralan.
Huwag gumising nang maaga.
Kailangang gumising nang maaga.
Manood ng TV sa umaga.

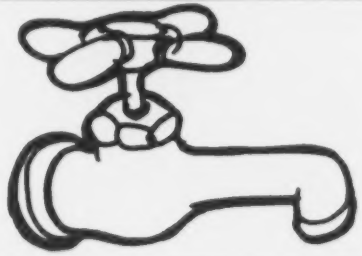
344

345

Bulaklak

Hayan ang bulaklak
Humahalimuyak
Bango 'y natitiyak
Ng mga mag-anak.

— T.M. Laygo



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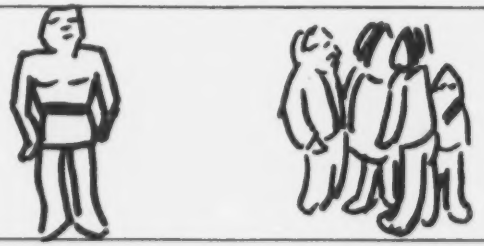

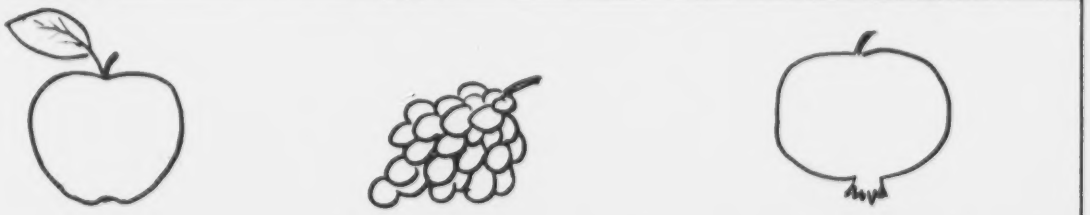

Galing ang tubig sa gr. _____ .

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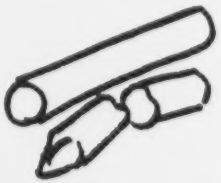

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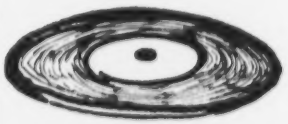

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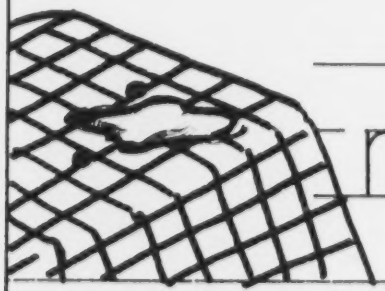

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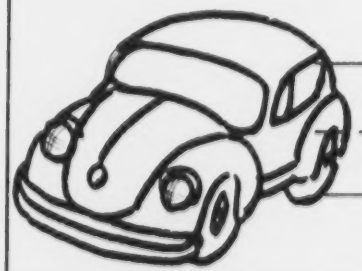

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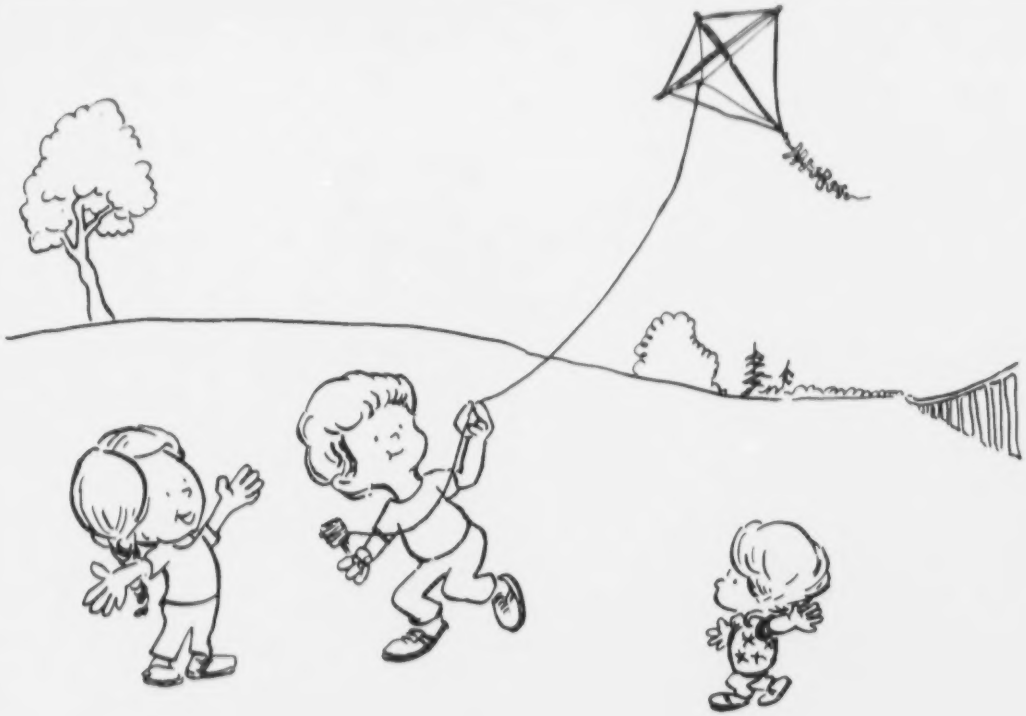

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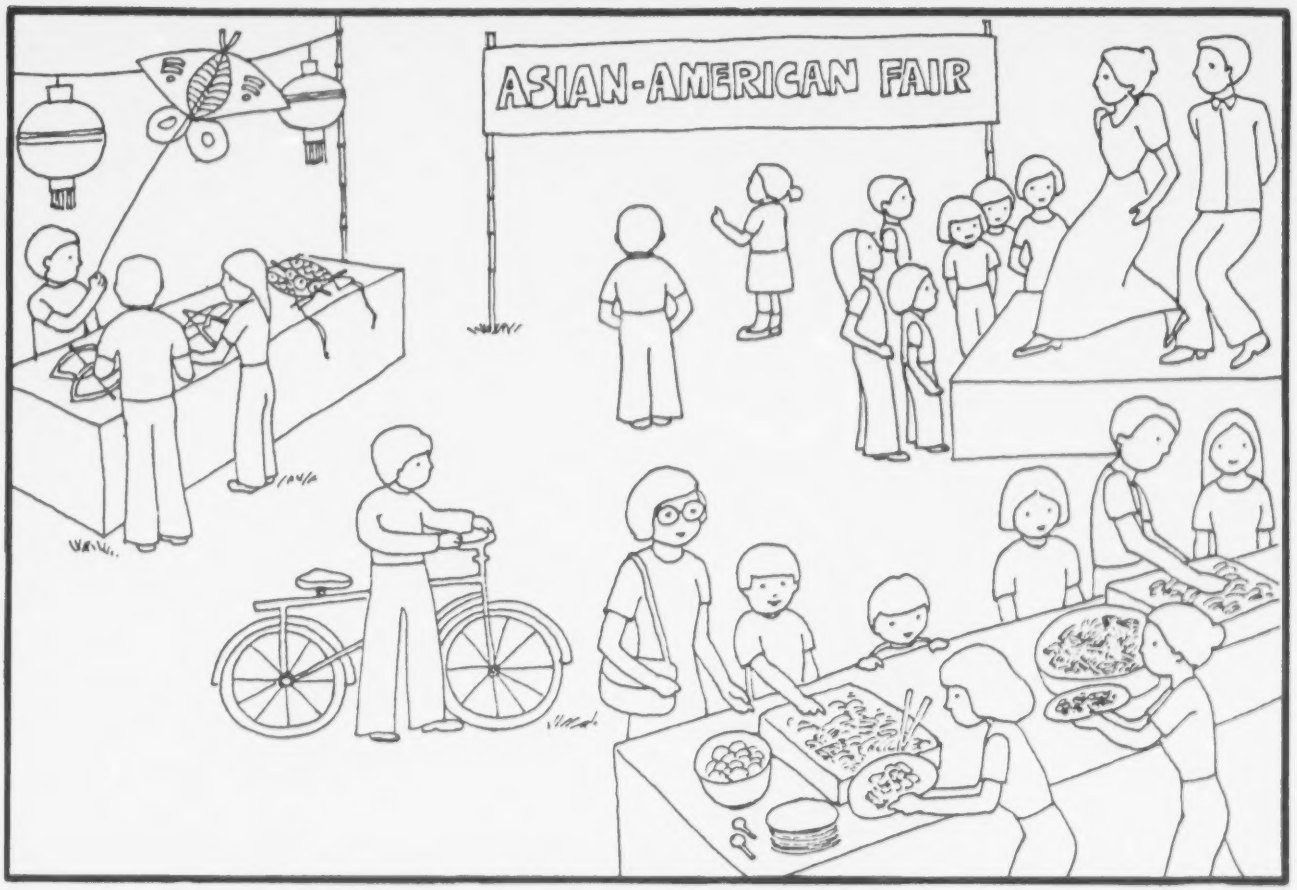

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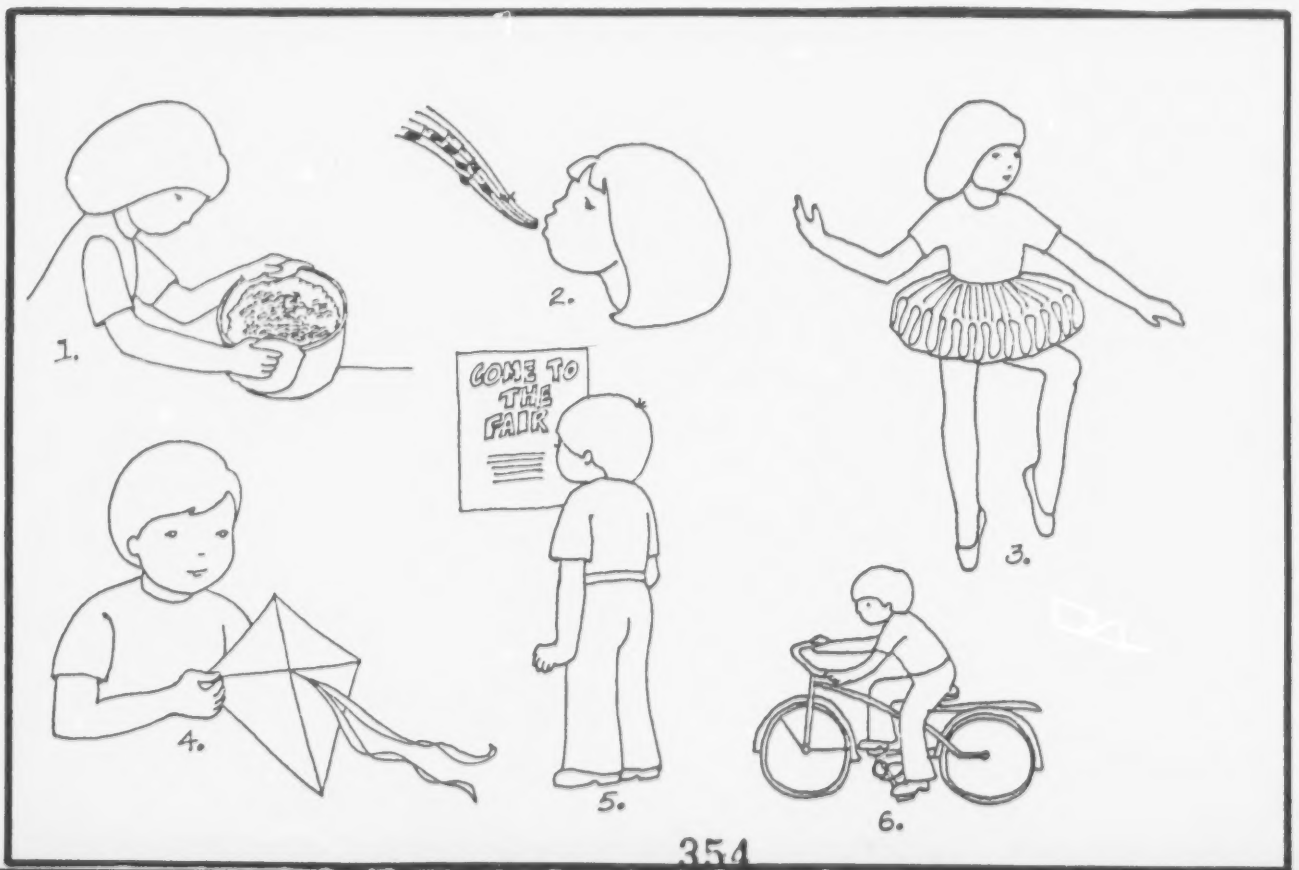


Si Juan ay isang magsasaka.

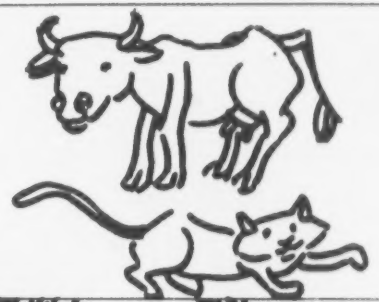
magsasaka

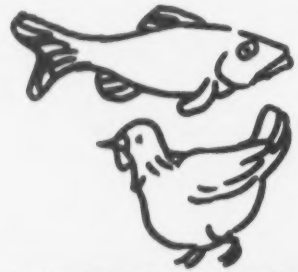
Taga-Pilipinas siya.
Siya ay tagatanim ng palay.

palay

Saan galing ang gatas?

Saan galing ang itlog?





itlog

Si Mr. Gomez

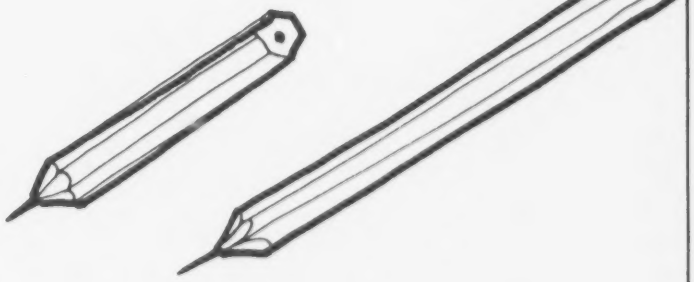
Ito si Mr. Gomez.
Siya ay isang hardinero.
Tagalinis siya ng bahay.
Tagatanim siya ng halaman.
Maganda ang mga bulaklak sa halamanan.
Maganda ang mga larawan sa loob ng klase.
Maganda ang panahon at masaya si Mr. Gomez.

pinaka

marami

pinaka

mahaba

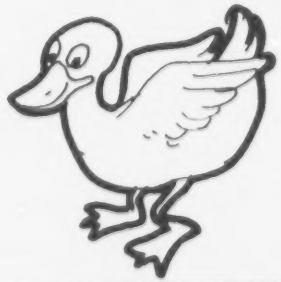


pinaka

masaya

pinaka

maingay



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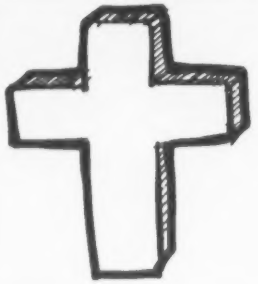

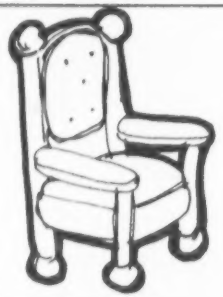

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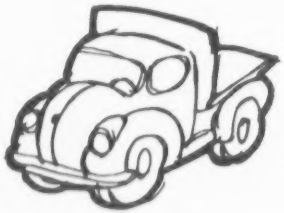

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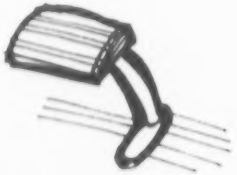


361

362

babae bakit bumati	gagawin gawain galit	taga-alaga tagatanim taga-Pilipinas
magugustuhan magsimula maghanda	grupo krus braso	huwag hardinera handa
umupo uod umaga	malungkot masaya mahirap	groseri gripo grado
tama tanim tumulong	kambing bukid ayaw	manood maaga mabigat

Ang Pista

pista

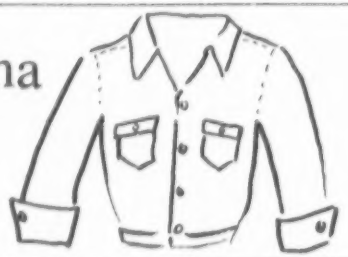
Nagluto ang nanay ng adobo para sa pista kagabi.

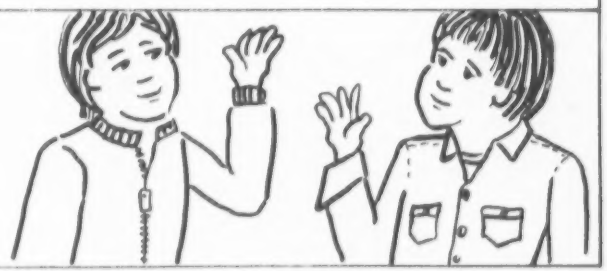
Nagpasyal ang nanay kagabi.

Nagtanim ang tatay ng halaman kagabi.

Nagkabit ang tatay ng dekorasyon kagabi.

Sino ang may diyaket na katulad nito?



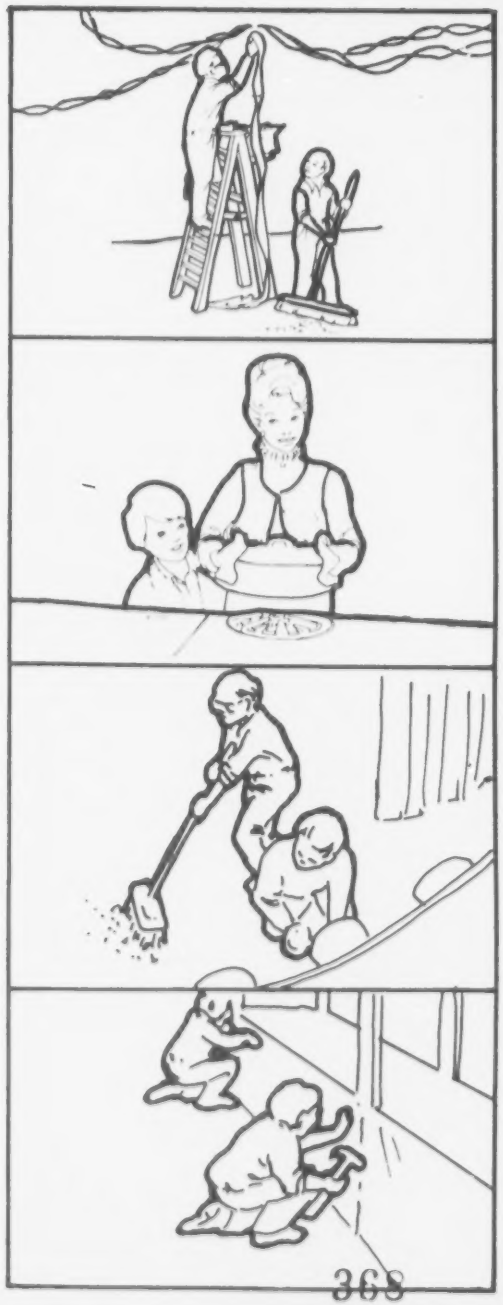


Naglaro sina Ted.

Kumain sila ng adobo.

Nakita nila ang mga dekorasyon.

Umawit ang mga bata.

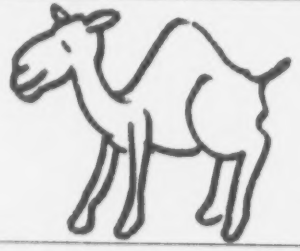


dragon dragon

dr

dr

dr



Gustong magdr _____
ng bata.

luto tagaluto	malaki pinakamalaki	simba simbahan
baro nakabaro	kamay pangkamay	maganda pinakamaganda
sulat sumulat	saya masaya	linis tagalinis

Siya ang (luto / tagaluto) sa bahay.

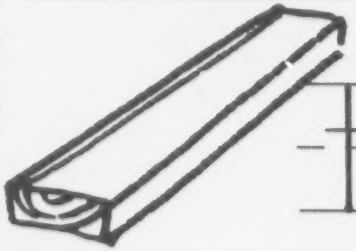
Kamay / Pangkamay ang relo.

Si Rosa ang (maganda / pinakamaganda) sa lahat.

Baro / Nakabaro ang babae.

libro

Perro



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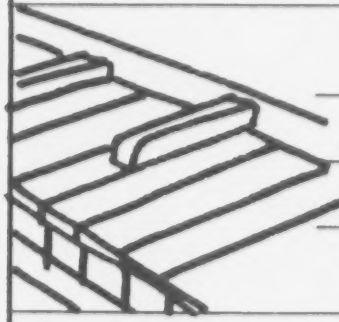

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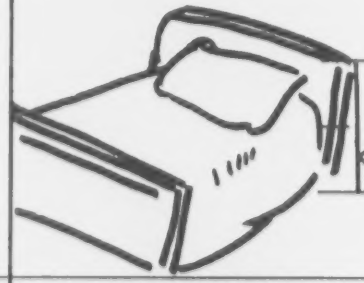

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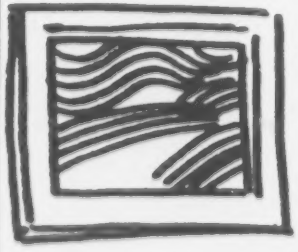

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373

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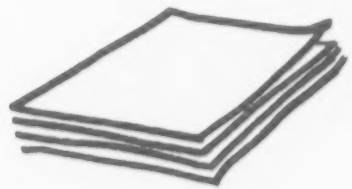
Ang pagsulat ng mga Intsik at Hapon ay iba sa pagsulat natin:

Ingles	Pilipino	Intsik	Hapon
sun	araw	日	ひ
		(yaht)	(hi)

Isulat ang unang titik ng mga ito:

_____ awayan

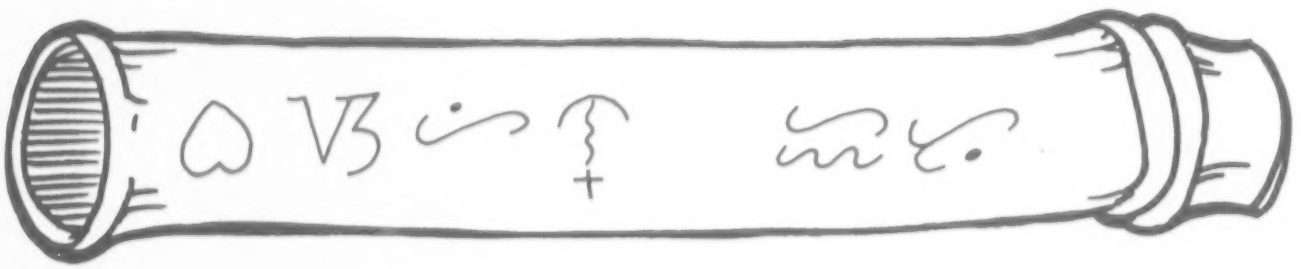
_____ ahoy



_____ apel

Ano ang tunog ng mga ito?

Para sa ano ang mga balat na ito?



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Alibata Writing

Magaling ang pagbasa niya ng tula.

pagbasa

Iba ang pagsulat sa Intsik.

pagsulat

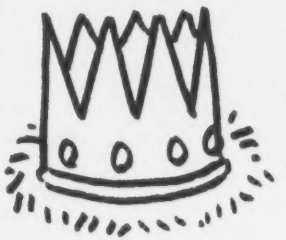
Mabilis ang paglaki ng halaman.

paglaki

Paano ang paggawa ng cake?

paggawa

martilyo



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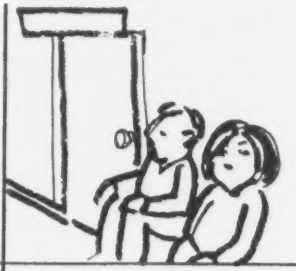

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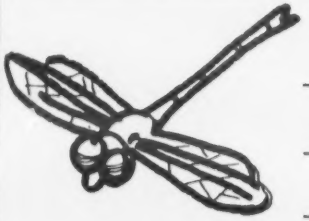

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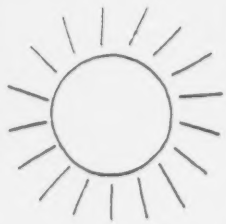	ひ	ひ	ひ	
	とり	とり	とり	
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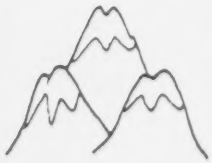
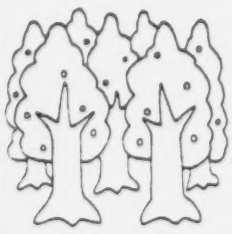
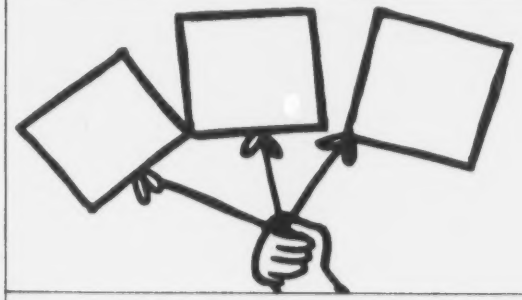
	やま	やま	やま	
	はやし	はやし	はやし	

Maaari bang lumangoy ang ibon?

Oo Hindi

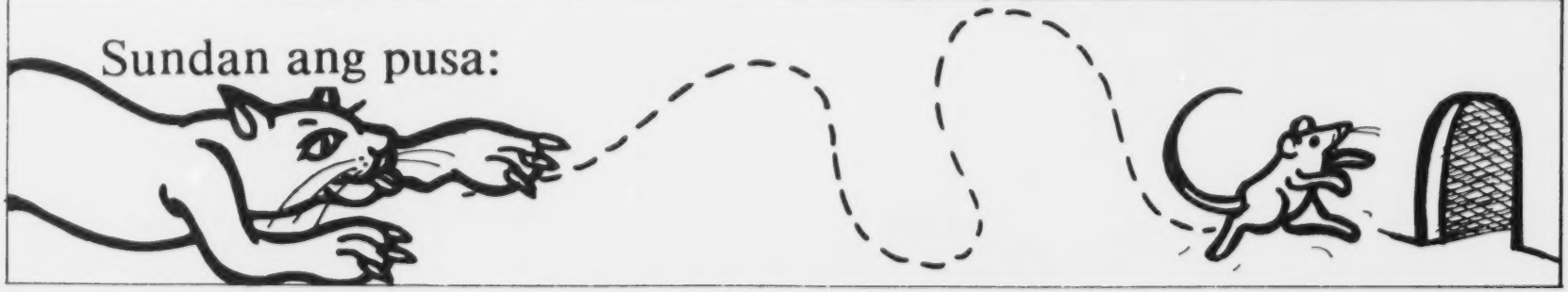


May lobo ba na hugis kuwadrado?

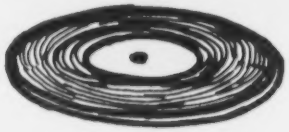
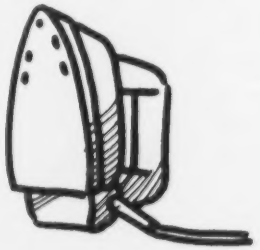
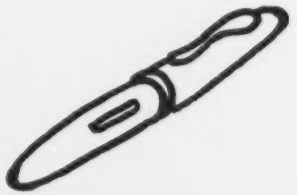
Oo Wala

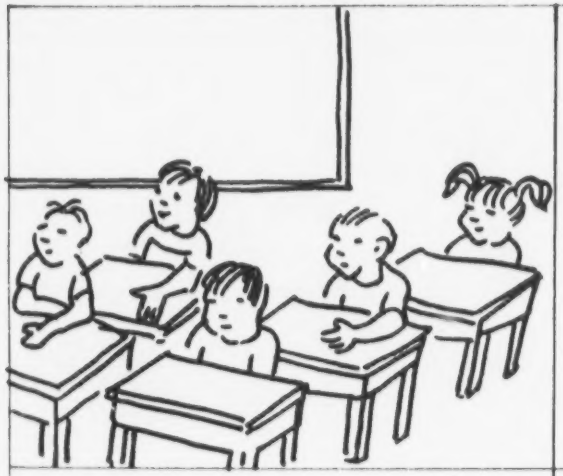
Sagutin ito: Sino ang gustong gumupit ng papel?

Sundan ang pusa:



1. Sa unang kahon, magdrowing ng isang bolang itim.
2. Sa ikalawang kahon, magdrowing ng isang batang nakabotas.
3. Sa ikatlong kahon, magdrowing ng araw.
4. Sa ikaapat na kahon, magsulat ng mga titik sa Abakada.

		
kl pl bl	bl gl kl	gl kl pl
		
bl kl gl	pl gl kl	pl bl kl
		
gl bl pl	bl gl kl	gl pl kl



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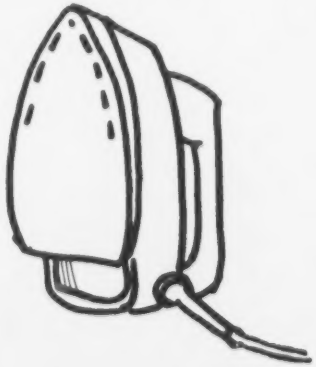

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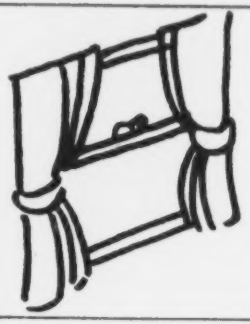
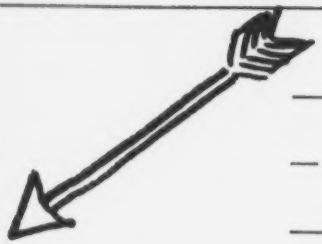


kurtina



p

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pang

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p

manood papel tsa kawayan tao
malayo gatas bukid kahoy manok

1. Ang origami ay pagtiklop ng _____.

2. Sumulat ang mga unang Pilipino sa balat ng _____.

3. Nagtanim ang magsasaka sa _____.

4. Uminom si Ben ng _____.

5. Gusto kong _____ ng TV.

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Si Mr. Jones ay isang kartero.
Nasa post office siya.

kartero

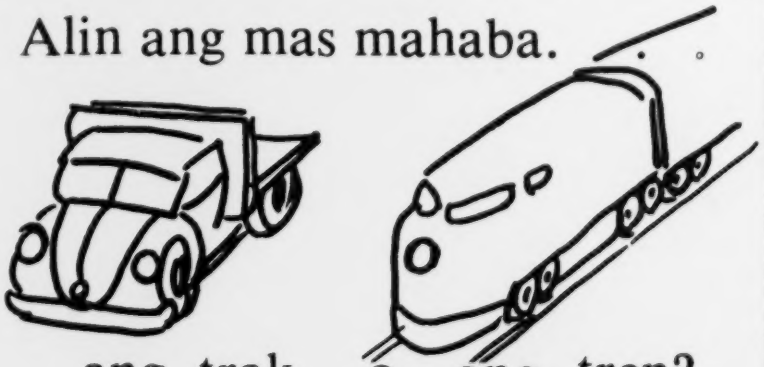
Si Mr. Jones ay tagadala / tagagawa ng sulat.

Kailangan niya ng malaking pana. / bag.

Alin ang mas mabilis . . .

ang eroplano o ang bapor?

Alin ang mas mahaba. . . .



ang trak o ang tren?

Sundan ang sulat.

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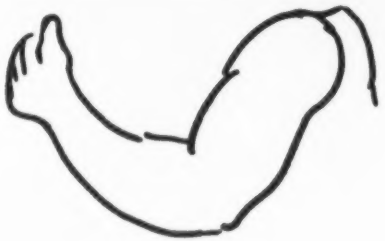	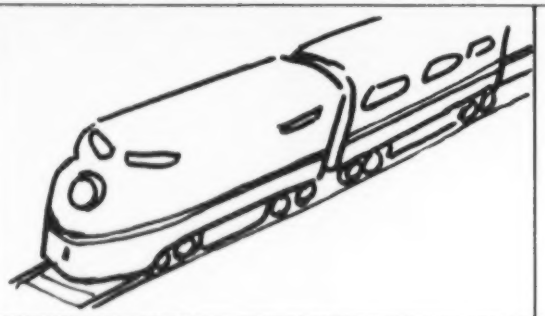	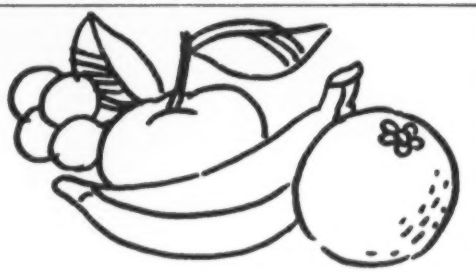
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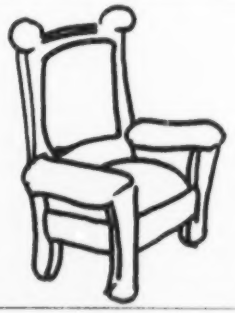		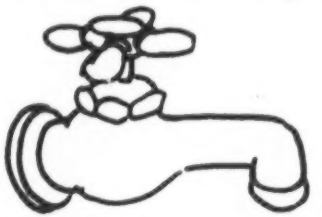
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	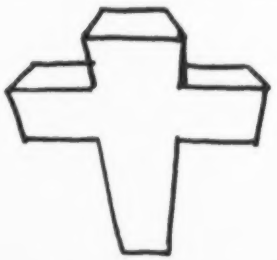	
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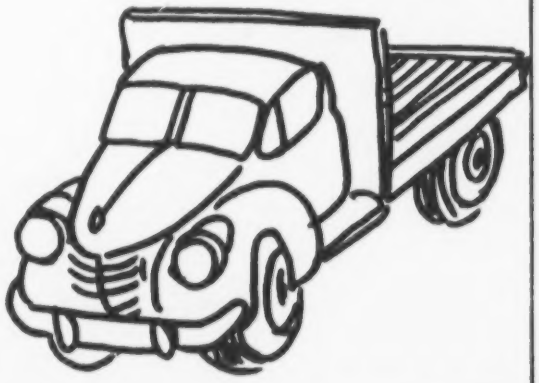

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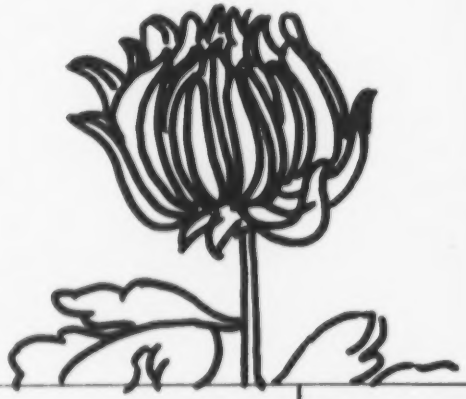

isantemo

404

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kartero katulad kawayan	tagasulat taga-alaga tagadala	bag balat bapor
isda itlog ibon	ikasiyam ikasampu ikawalo	drama dragon drowing
gumupit tumulong dumating	pagtiklop pagsulat paggawa	sagutin sundan sino
palaso papel palay	tama titik tunog	pinakamabilis pinakamasaya pinakamalungkot

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